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LECTURERS' ATTITUDES TOWARDS MARKETING E-COURSES FOR BUSINESS ADMINISTRATION UNDERGRADUATE STUDIES

Bachelor's Thesis
Programme International Business Administration, Specialisation in Marketing

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ABSTRACT

This research identifies and evaluates the attitudes of Estonian and Turkish marketing lecturers towards undergraduate level marketing e-courses. Qualitative research method is used in this research and it also provides a definitive comparison between available marketing e-courses on the internet and TalTech undergraduate marketing courses. This comparison is provided via visualised tables which enable the readers to understand it fully. Furthermore, this research offers a pronounced view of marketing lecturers via depth interviews to discover the attitudes of them. It gives a direct perspective of the marketing lecturers who are interviewed. It reflects their observations, opinions and experiences with undergraduate level marketing e-courses. In this research, 47 references are actively used and each reference is brought into the research as the most useful one by selecting among many others which were not so. The main result of this research claims that today the attitudes of the Estonian and Turkish marketing lecturers, instructors and faculty members require further self-development and more encouragement from the university side. All in all, this research indicates significant points related to the attitudes towards e-learning and brings distinct recommendations which are considered as the key points of future marketing education.

The Title is: Lecturers' Attitudes Towards Marketing E-courses for Business Administration Undergraduate Studies.

The thesis is in English language and contains 99 pages of text, 5 chapters, 1 figure, 3 tables.

Keywords: E-learning, Attitudes, Marketing, MOOCs, Marketing Education.

INTRODUCTION

Internet has become one of the useful learning channels that opens the door for many people around the world and enables access to education for free, or for a lesser cost. E-learning at bachelor level has also started to become more digitalized compared to the previous decade. E-learning is the learning method that uses new technologies and applies them to upgrade the style of learning in modern way by different institutions and organisations, (Formica and Kamali, 2004, 101). In recent years, the potential of e-learning has become an even more significant topic to be discussed by academic authorities. It is quite common to hear comments about e-learning that constantly criticize or support it with no further research. This brings more significance for the attitudes towards e-learning and the literature review of this research takes place with respect to the importance of it.

In this research, besides the consumer attitudes towards e-learning, there is an evaluation carried out about the literature of e-learning to be able to provide a compelling overview of both the history and the current situation. This evaluation also involves the latest versions of e-learning and academical predictions about the future of e-learning as well.

Since bachelor level marketing education has been evolving into more digitalized version every year, this makes the attitudes of marketing lecturers to become a first channel to conduct an empirical research regarding the consumer attitudes towards marketing e-courses. Thus, **the research problem** is based on unclear attitudes and reservations of the Estonian and Turkish marketing lecturers towards undergraduate level business administration marketing e-courses. As an empirical and a complementary part of this research, it involves depth interviews with the marketing lecturers to be able to reach any kind of valuable information regarding their attitudes. **The aim of this research** is to find out Estonian and Turkish Marketing Lecturers' attitudes towards Business Administration Undergraduate Level Marketing E-courses.

1 LITERATURE REVIEW

Since there is a certain significance of the attitudes towards e-learning, the literature review introduces the importance out of the following subjects of attitudes theory, consumer attitudes towards e-learning, the history of e-learning, the uniqueness of e-learning, e-larning today in general, e-learning in undergraduate level studies and the latest versions of e-learning.

1.1 Attitudes theory

Attitude can be defined through three basic features, according to Fishbein and Ajzen. Firstly, attitude is something that is a learned response to another thing. Secondly, this learned response guides a person's behaviour towards the thing they have an attitude towards. Thirdly, these actions caused by the attitude are constantly either positive or negative towards the thing. (Fishbein and Ajzen, 1975, 5)

The relation between attitude and behaviour was first studied through the assumption that behaviour has little correlation with attitudes but already in the second study on the subject, the proposition that behaviour is guided by attitudes was accepted into the hypothesis. This was measured in this second study by Corey through measuring the students' attitude towards cheating and trying to predict actual cheating in the classroom through these attitudes (Corey (1937) cited in Ajzen and Fishbein, 2005, 174). The students' attitudes were assessed at the beginning of the semester and then throughout the semester, the students were given ample opportunity to cheat by, for example, allowing them to score their own tests. (Ajzen and Fishbein, 2005, 174) Fishbein and Ajzen have formulated according to the result as there was almost no correlation between the student's attitudes towards cheating and their actual cheating behaviour. (Ajzen and Fishbein, 2005, 174)

Ajzen says "Consumers are ordinary human beings who happen to be engaged in activities related to the purchase of products or services. It should come as no surprise, therefore, that the psychology of the consumer deals with the same kinds of issues as psychology in general: memory and cognition, affect and emotion, judgment and decision making, group dynamics, and the myriad of other topics covered in the psychological literature." (Ajzen (1988) cited in Haugtvedt *et al*. 2008, 525).

Consumer psychologist is not only interested in the act of buying certain products and services but also "search of information relevant to a purchase decision, selection of retail outlet or service provider, and other actions performed prior to, and in the service of a purchase" (Haugtvedt *et al*. 2008, 526). These steps may include researching the desired product online, asking friends and family members their opinion, reading magazine articles and discussing the situation over with a significant other. Then all of this information leads the consumer to peruse the desired product either online or in a store where they might ask sales agents for further information on, for example, warranty, delivery and size. Then after all this further information, the consumer makes the ultimate decision of which product they will purchase if they will purchase any product at all. (Haugtvedt *et al*. 2008, 526).

1.2 Consumer attitudes towards e-learning

There are many definitions available for the term of e-learning but the best would be as below in order to see such unique and academic one.

E-learning is using new kinds of technologies and ways of learning to change the way learners, as well as institutions and organisations, learn and teach new skills and also create, access and distribute new skills and knowledge within an organisation or an institution (Formica and Kamali, 2004, 101).

The significance of information technologies has been rapidly growing and this importance has even taken a vital position for humanity in the last decade. Obviously, it

is led by the academic and business environments which also bring all the potential innovations to human life. The integration of information technologies into the academic environment has brought forth a new form of learning which is called E-Learning.

Since information technologies got more developed and it has been increasing its proportion in the curricula of higher education, lecturers got more integrated into technology especially with course management systems. This integration is for both professors and students. It allows a course's range to get expanded by being able to log in anytime and anytime they wish. Developed network technologies have enabled course management sessions to be also more efficient with its' increased communication speed (Tirziu and Vrabie, 2014). This leads most of the positive attitudes of lecturers for e-learning facilities.

The consumer attitudes of E-learning are based on lecturers and slightly less on students. In order to understand the term "attitude" better, it must be defined further. According to Triandis, attitude is an "individual characteristic which portraits either positive or negative behavior and reflection of feeling and knowledge to certain concept or subject" (Triandis (1971) cited in Hussein, (2016). Mantle-Bromley further defines attitude to consist of three components which are "affect, cognition and behaviour" that are aligned with an individual's personal preference, their prior knowledge on the subject as well as their further reaction and intentions towards the issue they have an attitude towards (Triandis (1971) cited in Hussein 2016).

Some institutions of higher education are motivated to use e-learning platform for reasons of higher learning outcomes but others are motivated by the notion of not wanting to be "left behind" by the development of learning technology (Govindasamy, 2002). Lecturers who show more positive attitudes towards e-learning are more likely to actually utilize these platforms (Liaw *et al*. 2007). All in all, regardless of how advanced or capable the technology they are using is, how effective the use of e-learning platforms is ultimately depends upon whether the people using it have a positive attitude towards the platform or not (Liaw *et al*. 2007). Therefore, as the

attitudes of lecturers and other individuals towards e-learning become more positive, they are more likely to actually use e-learning in their teaching (Liaw *et al*. 2007).

The attitudes of lecturers play a critically important role in sustaining their students' complete interest or making them more eager to use E-learning in an effective manner. The significance of lecturers' attitudes should be well observed in order to see the clear connection between E-learning and its efficiency. This significance becomes more obvious in higher level education. Lecturers are the consumers of E-learning and their attitudes have a direct influence on their students' motivation. Today, the motivation of students in general is also shifting into a more positive one by the technological transformation of education periods.

Students who are applying the e-learning method are more likely to be more motivated which leads to a bigger likelihood of student engagement in the subject that they are learning (Harandi, 2015). Students that are more engaged in their studies are more likely to reach their learning objectives and therefore utilizing e-learning as a standard in the education of university students would be fascinating (Harandi, 2015).

There is no certain and single attitude which exists for every single lecturer. There are many different attitudes towards E-learning even between the lecturers of the same profession. This brings the main difference in consumer behaviour regarding E-learning. The main difference could be stated as the lecturer attitudes for and the lecturer attitudes against in the leanest way. There are lecturers whose attitudes are more into traditional classroom time rather than e-learning and these attitudes could be observed as negative ones.

According to Biškupić, there are lecturers who lack the necessary proficiency of using new technologies efficiently enough and they are often averse towards the effectiveness of e-learning (2014). Meanwhile, there are also lecturers who are positive towards the use of e-learning systems and might be motivated to use them to reach their own teaching objectives but still use e-learning in a limited scope (Biškupić *et al*. 2014).

Motivation is a key factor in creating positive attitudes towards e-learning from the perspective of a lecturer as those lecturers who have a higher motivation also display more positive attitudes towards e-learning platforms and their development (Biškupić *et al*. 2014). How to increase a lecturer's motivation is still an issue, however (Biškupić *et al*. 2014). Biškupić, Lacković and Jurin suggest "professional development and self-fulfilment" as potential solutions (2014).

Higher motivated lecturers are an evident sign of a better E-learning outcome for their students. Therefore, the effectivity of E-learning on higher education levels is clearly related to the attitudes of lecturers. The lecturers who have a positive attitude on e-learning obviously have a more innovative way of teaching and the efficiency of their teaching methods always remain as a constant success. The direction of the modern education clearly indicates that the lecturers who have a negative attitude toward e-learning would also switch their attitudes to the positive side thanks to increasing awareness of e-learning efficiency and continuously developing education technologies. Thus, it is possible to say the negative attitude owner lecturers' behaviours toward e-learning will be shifting to the positive side and it is going to take place by also self-development as well.

For lecturers to continue feeling self-fulfilment in their professions in this digital age, investing into knowledge and skills that would help them more easily use new teaching technologies, such as e-learning platforms, would be a good idea that could also increase the lecturer's internal motivation towards their profession (Biškupić *et al*. 2014).

In order for teaching to be better suited for the requirements of e-learning, lecturers need to further develop and restructure the courses they are offering which demands time and increased work effort (El-Seoud *et al*. 2014). Further, lecturers and other people involved in e-learning platforms must also utilize and master all the technical achievements and advancement that e-learning offers to them (El-Seoud *et al*. 2014).

1.3 The history of e-learning

The term e-learning was born basically after distance learning. The history of distance e-learning goes much further and thanks to the developments of digital technologies in the last quarter of the previous century created the term online learning or E-learning. E-learning really has a deeper history than it sounds.

The "networked classroom approach" is used to connect classes that are in different locations, both locally and globally, in order to share information, resources as well as collaborate in projects and joint social interactions (Harasim *et al*. 1997, 8). Examples of this approach vary from kindergarten to adult education and one of the oldest examples of the networked classroom approach was that of one of the secondary schools that were linked by Dartmouth College's time-sharing computer already in 1969 (Harasim *et al*. 1997, 8). "Postsecondary institutions began experimenting with the use of computer conferencing for undergraduate course delivery in the 1980s.In one of the most prominent of these experiments, the Virtual Classroom project, computer conferencing was proved to be a viable option for course delivery. In matched classes in subjects as different as sociology, computer science, management and statistics. In 1985, The Ontario Institute for Studies in Education and Connected Education (Affiliated with the New School for Social Research, New York) began offering graduate-level courses online" (Harasim *et al*. 1997, 9).

It is possible to say most of the old academic sources already predicted to today just as we live at the moment. It has been almost 30 years passed since the first researches, articles and books published about online learning. Although there have been many years passed, their predictions about the future development of e-learning match with current e-learning facilities very well. Those researchers in 90s were already aware of the significance of e-learning in the close future and there mentioning the e-learning importance worths to take a look.

In the earlier days of the internet becoming more widespread, the internet created a powerful attachment for some students and this led to increased motivation and levels of engagement (Ellsworth, 1994, 5). The opportunities offered by the internet were

completely unprecedented and students that engaged in internet activities soon realised that all the time and effort they invested in learning computer skills were rewarding towards them learning other skills as well (Ellsworth, 1994, 5).

There are even many statements which mention a transformation of the traditional education system into online learning. Those statements mostly refer to using the internet as a supplementary and complementary tool for classroom learning and replacing most of the classroom efforts to the online environment. The vital role of the internet on education were slightly discovered and made wide open for following developments already in the first half of the 90s while most of the countries did not even have any internet connection in the world.

All in all, the importance of e-learning was already seen in the previous century and there are even many effective statements available in the sources from the 90s. Ellsworth mentions that students who use online platforms for learning can acquire "educational independence and intellectual autonomy" due to the more vast resources that appear online rather than in a library, for example (1994, 7).

As a result, the term of e-learning has a deeper history than everybody thinks and there was a certain awareness of the importance of internet usage for education generally for each level of students already in the late previous century.

1.4 The uniqueness of e-learning

There are many definitions available for e-learning but the best would be as below in order to see such unique and academic one.

E-learning is using new kinds of technologies and ways of learning to change the way learners, as well as institutions and organisations, learn and teach new skills and also create, access and distribute new skills and knowledge within an organisation or an institution. (Formica and Kamali, 2004, 101).

It is also a pretty interesting fact that the significance of e-learning and the idea of it are remaining their existence in the same way both old and new academic sources.

The core idea of e-learning relies on creating web-based classrooms in order to reach maximized efficiency. As an old academic resource, Colin McCormack and David Jones define it briefly as "An environment created on the World Wide Web in which students and educators can perform learning-related tasks. A web-based classroom is not simply a mechanism for distributing information to students, it also performs tasks related to communication, student assessment, and class management." (McCormack and Jones, 1997, 1). This could be accepted as the most classical definition of an online classroom.

Today, there are still on-going researches taking place developing and upgrading online classrooms even more. The importance of it is obvious and authorities keep providing clear statements about virtual classrooms and their significance.

A challenge that e-learning possess is that students can need more guidance in interacting with each other in an online form and it is vital that lecturers and developers who deal with online classes understand how communication through computers affects students (Ferris and Wilder, 2017, 226). It is tough to establish a successful social presence in online courses through asynchronous tools (Ferris and Wilder, 2017, 226).

E-learning is unique also thanks to students can communicate with tutors and peers in new ways through e-learning platforms (Comeaux, 2004, 88).

According to Gilly Salmon, there are five stages of e-learning from the beginning to end which reflects the entire process of e-learning for a potential learner.

This five-stage model exemplifies how increasing skill and comfort in working, networking and learning online can benefit the participants of a course, as well as what e-moderators are required to do in each of the stages to better help them achieve this goal.
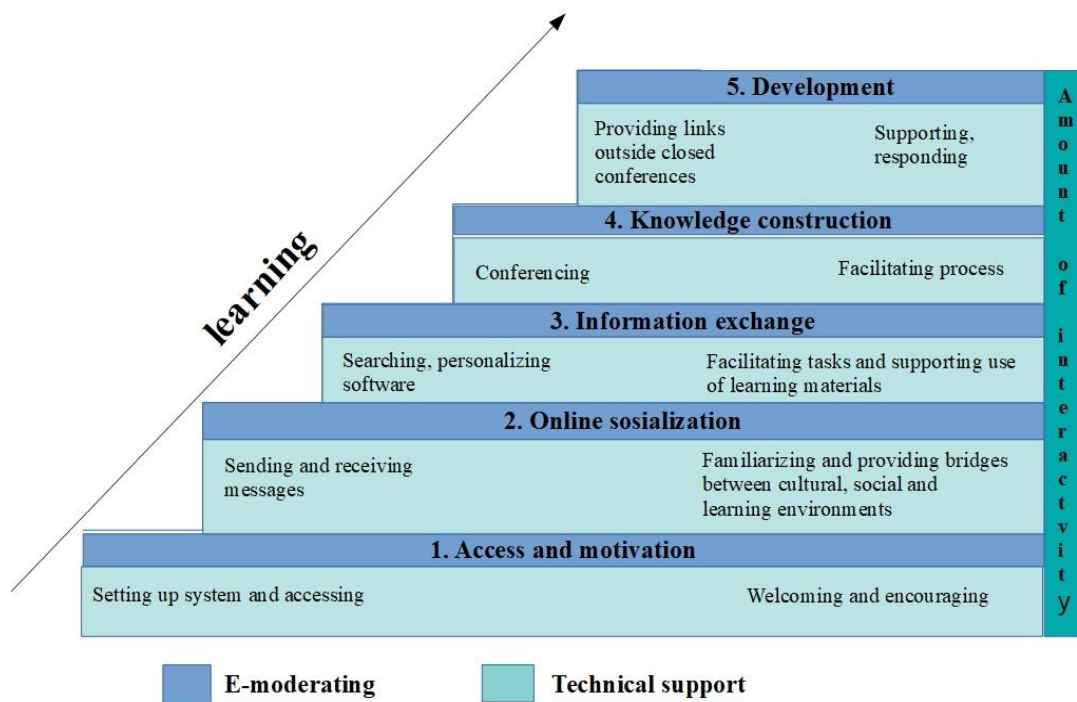
Figure 1: Five stages of e-learning. Source: (Salmon 2013, 10-11)

This significant transformation of learning is existing in business world as well. Besides its main popularity on educational purposes in primary schools, highschools and universities, there is a sustainable growth of e-learning activities in most of the business organizations.

As long as the online operations becomes more common, the usage of online communication for teaching also gets even more significant. Surely it will continue to grow its significance even more in future. There is a certain truth about high quality e-courses and it is about being able enchance the learning efficiency. The virtual classrooms enchance the learning effectivitiy and efficiency so the importance of it has been becoming more obvious every year. (Collison *et al*. 2000, XIV)

According to Justin Ferriman, there are seven main reasons for why e-courses are unique. Those reasons are listed in the following page as (Ferriman, 2013):

- Scalable
- Capacity and Consistancy
- High Learning retention
- Time and Money savings
- Activity and easier tracking of learning progress.
- Reduction of the Carbon Footprint
- Flexible.

Each of these aspects are the ones that make e-learning unique. In other words, these are the reasons that summarize the answer in a most effective way for the question of why e-learning is unique.

1.5 E-learning today in general

There is a certain truth about newer the generation of learners, more efficient use of e-learning. Today, there is almost no area which does not include any online learning in Estonia. It is literally everywhere and possible to say there is an obvious evolution of undergraduate studies into online learning which refers to less traditional classroom time with more online learning proportion in curriculums.

Since students in online classes are already using the internet they "have the ability to research, participate and experience online activism fairly easily" (Ferris and Wilder, 2017, 226).

In order to evaluate the E-learning popularity for today, statistical information would be most accurate one to be able to observe properly. There is no doubt that dramatical developments of digital technologies dominate the education system today as well. There are two nice surveys which are quite significant to be able to understand the potential of e-learning. In a global survey about e-learning in 2016 that had 25,000 international participants and was conducted by Jiyun Yu, an MA candidate in Harvard University, and Zi Hu, a MED candidate in Columbia University, 77.84 per cent of respondents said yes when asked the question "Have you ever taken an online course?". The same survey has provided useful data for the question "Do you think online learning is as strong as traditional learning in a classroom?" and the answers are 40.56

per cent yes, 47.68 per cent no and 11.76 per cent neutral. This shows that the attitudes about e-learning efficiency are not monotype and there is a certain reality of increasing proportion of the people who think positively about the efficiency of e-learning all around the world.

1.6 E-learning in undergraduate level

Today, all of the universities have their e-learning programs, it is obvious to say the newest developments of e-learning occurs always in universities first. There are many bachelor level e-courses provided by most of the universities and the student satisfaction rate is significantly high about those. However, there is a truth that satisfaction comes with a reliable technology system is critical to the success of e-learning initiatives. A reliable set of technology is vital for an e-learning initiative to succeed. This set of technology is not limited to the technology itself but it also includes technical support for the staff and students while they learn how to work the e-learning projects. If a student does not manage to use the technology or receive support in using it, it is likely that they will give up on the course more readily. (Alexander, 2001, 246). Therefore, e-learning performance in undergraduate level studies is related to an adequate technological background of a university. Then it comes to consider that how satisfied the students are. Since the technological developments are continually growing in universities, the satisfaction of undergraduate level students becomes certain. The core of this highly ranked satisfaction comes from the time and place efficiency of e-learning sessions.

While e-learning has been traditionally criticised for being led by technology rather than pedagogy, that is being too focused on providing materials, in the 21st century the trend has focused more on the actual learners which have led to students being able to develop a more independent way of learning and sharing resources. This change in focus mirrors the developments in pedagogy as well as the increasing need to provide support for promoting diversity and flexibility in higher education (Hefce, *et al*. 2004: 4).

Almost all of the universities have their own study interfaces for their students in order to provide e-learning opportunities in a more effective way. There are plenty of different practical e-learning applications available both for supplementary and complementary purposes.

Online learning platforms and study interfaces such as Moodle are able to characterize learning number of nester virtual spaces, which are differentiated by the use of different icons and other visual displays indicating the nature of a particular space. For instance, Moodle offers spaces for assignments, chats, choices (where a teacher asks a question and specifies a choice of multiple responses.), discussion forums, glossaries, quizzes, lessons, resources, and possibilities for reusing web-based learning content, wikis and workshops. (Goodfellow and Lea 2007, 85). This provides a direct increase of the communication efficiency and teaching effectivity.

E-learning, in general, offers a more productive and individualized learning space and further equalizes access to instruction and science to a broader audience as long as the learner has access to the internet. E-learning makes higher education more accessible especially for women as it is a more cost-effective, less time specific, more consistent and accessible way for them to attend courses. (Addah *et al*. 2012)

Undergraduate level marketing e-learning has two sides which affect the attitudes of the lecturers. Firstly, the motivation of their students when teaching classes online. It is crucial for a student to be self-motivated in order for them to better succeed in e-learning. How well information and communication technologies go together with the learning process is highly dependent on the learner's personal motivation. Students need support in e-learning for the best learning results. Secondly, the sensation of the students' motivations. This can be challenging to assess due to the nature of e-learning that does not include personal contact between the student and teacher. One possible solution is to have the students' complete an online assessment form that is focused on measuring their level of motivation. Through this form, the teacher gets the information they need and can identify the strategies that they can use to best engage the students and keep them motivated. Another vital point to note is that the increase in technology does not equal increased learning outcomes. (El-Seoud *et al*. 2014, 25) These are two main factors that shape the attitude of a marketing lecturer for undergraduate level

marketing e-courses. Therefore, it is essential to be aware of these two points that have a direct role in the nascency of the attitudes of marketing lecturers.

1.7 The latest and massive version of e-learning platforms: Moocs and Spocs

MOOCs (massive open online course) became rather a phenomenon as it not only captured the attention of the public but also developed at the speed only possible for online ventures. (Haber, 2014, 1)

The potential and demand of higher education e-learning courses are exemplified through Stanford University where, in the summer of 2011, professors decided to open up video versions of three different computer science classes to anyone who was interested (Haber, 2014, 1). While originally they expected hundreds up to a few thousand potential students, more than 160,000 students had enrolled by the time the first of the three classes began in the fall (Haber, 2014, 1) This demand was met by the professors behind the original project and in spring 2012 "Year of the MOOC" started at the university. (Haber, 2014, 1)

Three moocs known as "the big three" were launched in 2012, specifically Udacity, Coursera and edX (Courtney, 2015, 4). Udacity was launched by Thrun, edX, which is notably a non-profit, was launched by Harvard and MIT together and was later joined by multiple other partnering organisations, and Coursera was founded by Standford professors Daphne Koller and Andrew Ng as a for-profit company that "partners with leading universities to provide educational access to all." (Courtney, 2015, 4)

After the completion of a mooc course, many moocs offer a certification or a course completion certificate. Some of these certificates are offered free of charge while others cost money. Whether or not these certificates are offered should be decided at the beginning of the process (Courtney, 2015, 9).

SPOCs (small private online course) are in a way the smaller versions of moocs. While at first spocs were designed as a way to market moocs to smaller schools and businesses, they soon separated into their own thing (Courtney, 2015, 5).

SPOCs smaller class sizes offer students more "personal time" with their professor as well as other participants. This allows time for more assessment and opportunity to have professors and teaching assistants grade coursework. For example, HarvardX offered its first spoc in January 2013 as a laws school course titled "HLS1x: CopyrightX" where 500 students were chosen worldwide to attend the course which was taught by Professor William W. Fisher. In this class, the students were able to attend live events and discussion groups in addition to completing weekly assignments and a law school-style final exam. (Courtney, 2015, .5)

From the 19th century onward, all innovations in communication technology have been almost immediately implemented towards the goal of educating the larger public and MOOCs are just the latest representation of this trend. (Haber, 2014, 22).

Openness was the keyword in a series of experiments in online education that eventually led into moocs being created before the newer trend of promoting massiveness. (Haber, 2014, 35).The phenomenon of moocs is intertwined with the economic and political backdrop and changes in pedagogical approaches and expectations as it relates to education that stem from the expanding capabilities and of students and lecturers that new technologies offer. (Haber, 2014, 46.)

It is possible to mention the potential and problems of moocs as long as hundreds of pages. However, it can be summarized into one perfect table which provided by Dr Elmar Schultz and it is flawless to observe the potential and problems of moocs at once (look Appendix 1).

2 EMPIRICAL STUDY

Empirical part of the research has been carried out in order to have a complete overview about the attitudes of marketing lecturers about e-learning facilities. Thus, it targets to provide an effective outcome by evaluating the situation of free marketing e-courses on famous e-learning platforms and conducting depth interviews with the marketing lecturers who could possibly have valuable opinion and experience with E-learning. These interviews are suppoed to provide a nice observation process for the lecturers' attitudes towards marketing e-courses.

2.1 Methodology

There has been actively used qualitative research method in this research. The analysis of interviews is taken place and each interview is analysed according to content analysis style of qualitative research method.

Qualitative research is best understood though becoming aware of how it differs from other types of research as qualitative research is focused on vast descriptions of context and it often emerges from problems specific to a particular situation on the field (Tracy, 2012, 20).

When a context is studied, qualitative researches need to examine people's actions, which are referred to as local performances, and the structures that encourage, shape and constrain such actions, which are referred to as informal guidelines and formal rules. This relationship between actions and structure is discussed in a variety of terms by different researchers (Tracy, 2012, 22).

One-on-one interviews are used as the empirical part of this qualitative research and each interview is evaluated in order to extract the interviewee lecturers' experience and

attitude towards marketing e-courses. Interview method is chosen because qualitative interviews offer opportunities for discovery, reflection and explanation for both the interviewer and the interviewee. The interview as a research pathway is organic, adaptive and even energizing and they give a subjective look into the experiences and viewpoints of the interviewee (Tracy, 2012, 132).

Through their interactive nature, interviews offer the researchers valuable opportunities for strengthening and comparing their existing data. The researcher can, for example, bring up other observations they have heard and ask the interviewees opinions and give them a chance to verify, refute, expand or defend the other's arguments (Tracy, 2012, 133).

2.1.1 The research problem, aim, tasks and methodological considerations

This research is focused on the the attitudes of Estonian and Turkish undergraduate level marketing lecturers towards marketing e-courses. In order to have a clear view of their attitudes, all available marketing e-courses from various different e-learning platforms are collected and deeply analyzed comparing to TalTech marketing curricula for undergraduate level business administration studies. However, there are opposing attitudes of marketing lecturers towards e-courses since there are for and against opinions exist at the same time. There are also attitudes which does not have either positive or negative behavior and these rather stay in blurry side regarding the term of E-learning. In this research, this is considered as research problem. In other words, the research problem is the unclear attitudes and reservations of the Estonian and Turkish marketing lecturers towards undergraduate level business administration marketing e-courses. Thus, the research aim is based on to find out Estonian and Turkish marketing lecturers' attitudes towards business administration undergraduate level marketing e-courses.

There are several incorporated tasks in this research and each one is accomplished as a milestone in order to reach certain outcomes. That is how exactly the necessary steps are taken for this research. All the steps for this research can be summarized as in the following page:

Table 1 Research Steps

Step 1	Collected the academical data which theoretically evaluates e-learning attitudes of lecturers.
Step 2	Found the all adequate undergraduate marketing e-courses which are completely free of charge and provides full access..
Step 3	Provided full descriptions of the courses and Content analysis of each.
Step 4	Sorted all undergraduate level marketing courses of TalTech in order to provide an effective comparison by research flow.
Step 5	Provided an effective and efficient comparison which is supposed to also be clear at the same time.Thus, the comparison goal was based on making it more visualized and highlighted in order to provide a clear marketing e-courses perspective to observe the attitudes of the interviewees better.
Step 6	Conducted interviews with a group of Estonian and Turkish marketing lecturers who are the first channel to observe their attitudes towards undergraduate level marketing e-courses.
Step 7	Analysed the interviewee results and concluding both the potential of marketing e-courses for business administration undergraduate studies and the attitudes of each interviewed marketing lecturer.

(Source: Author)

The literature review made as the collection of the academical resources based on lecturers attitudes towards e-learning. This process was followed by creating a pool of undergraduate level marketing e-courses which are totally free and have full access. It contuniued with another pool courses which includes TalTech undergraduate level marketing courses. According to these two pools, there was a clear comparison provided and analysed in case of content match. The data analysis process was relied on both self study actions and empirical evidences.

In order to clarify the academic approach of this research, there is qualitative research methodology implemented effectively and it essentially relies on empirical study. The attitudes of Estonian and Turkish marketing lecturers' are taken into consideration via

face-to-face, Skype and e-mail interviews and provided detailed analysis which evaluates each answer from the interviewees.

The interviews are considered as beneficial in order to get more detailed and more inclusive answers. This let participants to be able to provide also their subjective opinions besides their experiences which mean a definite attitude reflection. Thus, it was considered that would have an important role to gather an adequate empirical data. The interview times were scheduled according to both parties and there is going to be certain time limit which is important to conduct it as efficient as possible. Obviously had to use the time efficiently for each interview and carry out nice preparation process especially for interview questions in order to ensure those gather useful observation of attitudes. More useful the attitude observation eventually refers to more effective conclusion which has a vital role in this research.

2.1.2 The comparison between TalTech marketing and free marketing moocs

In order to provide a coherent overview about the e-learning availability for undergraduate level marketing courses, there is the effective comparison conducted based on the marketing curricula of TalTech. This content comparison is implemented as centered on TalTech undergraduate level business administration marketing curricula and comparing according to how much that particular marketing MOOC covers in their offered e-courses.

The latest curricula of TalTech undergraduate level business administration marketing courses are taken into the comparison analysis. (look Appendix 2) The applicability is measured according to the content match of the famous MOOC platforms' marketing e-courses. In other words, the platform which covers the content of TalTech undergraduate level marketing curricula the most, becomes more eligible and applicable for a potential supplementary role. There is the main criterion to pick the e-courses from the famous MOOC platforms for comparison and that criterion is based on that the selected course has to be totally free of charge and has to provide a full access to the learners. Thus, free undergraduate level marketing e-courses are taken into consideration and conducted a full content comparison. All in all, there is an

informative content comparison conducted on the basis of TalTech undergraduate level business administration marketing e-courses. This comparison is also inspiring to launch a possible non-profit MOOC platform in the future where the modern marketing education has been evolving to.

According to the full content comparison table (look Appendix 3), edX leads the MOOC industry as it is the biggest and the most famous platform that directly makes sense that it has the most coverage. (look Appendix 4) It is possible to say that edX platform covers almost all of the undergraduate level business administration marketing courses of TalTech for the year of 2018. It has really nice coverage which involves also the most significant points and provides them effectively in the form of e-courses. This nice coverage density is followed by Coursera platform as it has also an adequate content for undergraduate level marketing courses. (look Appendix 5) It does not have same density as edX platform but still it covers the most significant aspects. These two platforms can be considered as a superior example for the universities that would potentially create their own MOOC platforms in the future. On the other hand, there are Udacity and FutureLearn platforms which have quite poor coverage due to those do not cover most of the undergraduate level business administration marketing curricula of TalTech. (look Appendix 6 and Appendix 7). There are many courses are either missing or do require paid access which is not nice for the reputation of them. As a result, edX and Coursera has a complete significant coverage for TalTech undergraduate level business administration marketing curricula and it brings the higher reputation and the potential especially for the universities that are into concord the future form of marketing education system.

2.1.3 Interview design

The interviews and their structure have been prepared according to detailed consideration in order to get the data which is needed to provide an effective an influential research conclusion. As the empirical study relies on interviews, there has been substantial time spent to create such list of interview questions. Each of them organized in order to get the interviewees direct opinion about what is asked. The questions are not diversed into the backgrounds of participants due to research topic is narrowed enough into marketing subject which means each interviewee has supposedly

similar academic backgrounds besides their further personal developments. Thus, those are edited with the main idea about the awareness of moocs which indicates whether he/she is aware of the latest trends in online learning and e-courses or not.

There are basically 2 versions of interviews prepared up to mooc awareness of the interviewee. First version named as Plan A and involves the questions which are designed for a marketing lecturer who has certain awareness of popular e-learning platforms and facilities. (look Appendix 8) Second version named is Plan B and prepared for the ones who possibly not aware of moocs and has slight knowledge or experience on e-learning. (look Appendix 9) Both of them offered to each interviewee much earlier than the arranged interview time and conducted according to their choices.

The first version of Interview (Plan A) includes various kind of different questions. Basically, starts with interviewee's general experience and questions when, how, the duration, the role of the experience as lecturer and as learner etc. It continues with the participants' subjective evaluation over the applicability, educational quality, effectivity, efficiency, motivativity etc. according to their personal experiences and opinions. This version of interview goes pretty deep into the mooc knowledge of the participants and it also asks their personal predictions about the future form of undergraduate level marketing education both in case of the university where they work at and worldwide. This kind of questions prepared in order to get maximized interview outcome especially when a lecturer has full awareness of mooc. Full Awareness and experience with moocs refer to that person might have deep knowledge which supposedly broadens mind and this would directly affect the ultimate comparison and the research results. Therefore, the purpose of each question is based on gathering their complete attitudes towards marketing e-courses and digitalization of marketing education besides their experiences. Those questions asked also to get a clear view over the differences between each interviewee and their attitudes eventually.

The second version of interview (Plan B) rather involves more generalized questions and does not focus on moocs at all due to possible lack of awareness of participant. It rather questions generalized attitude towards marketing e-courses and their experiences. It aims to get the subjective attitude of the participants about the close future of marketing teaching both in their universities and worldwide. Therefore, it basically asks

their personal view about marketing e-courses and questions also their subjective attitudes about the university's study platform which is provided to its students for course issues, homework, examinations, announcements etc. Moreover, the questions designed also in order to gather the participants' attitudes about the digitalization of teaching marketing undergraduate level and their either positive or negative attitudes about marketing e-courses besides their experiences.

Both versions of Interview questions are also inspired from theoretical findings according to academic sources about moocs and e-learning in general. There is a certain relation between each question and theoretical findings and has an important role in order to prove theoretical proposition via empirical study. It is possible to state each relativity but rather to give couple examples in order to keep it compact and clear. For instance, the general effectivity and efficiency of e-learning had been asked to the interviewees related to the theoretical findings of as mentioned already in the first chapter;

E-learning in general offers a more productive and individualized learning space and further equalizes access to instruction and science to a broader audience as long as the learner has access to the internet (Addah *et al*. 2012). E-learning makes higher education more accessible especially for women as it is a more cost-effective, less time specific, more consistent and accessible way for them to attend courses (Addah *et al*. 2012).

All in all, the questions of applicability, quality, effectivity and efficiency has a direct relation with those above in order to have all theoretical info certainly proven via empirical study. The rest of other interview questions has similar relativity with academic sources and findings as well.

None of the questions had been needed to be altered before any interviews due to selections of questionnaire offered interviewees in advance. When the all interviews were successfully conducted, it is possible to say that eventually the plan and the reality did not separate much in case of the structure of questions. It could be considered as huge plus for the general evaluation of the process of interview flows as the empirical study on this research.

Face-to-face, Skype and e-mail interviews are implemented which include well prepared direct questions regarding the attitudes of the interviewees about e-learning and its position in marketing education. There are two different options available for the interview in case of questions. The first option named as "Plan A" involves the questions which assume the interviewee already has some experience with using e-learning in their teaching sessions and with other e-learning platforms. The second option is "Plan B" and prepared for the lecturers who are not eager to use e-learning in their teaching sessions and also not aware of e-learning platforms much. Therefore, the content of Plan B questions rather focused on the subjective attitudes towards e-learning rather than experiences. Both versions of the interviews have been provided a valuable outcome to analyse the attitudes of marketing lecturers towards e-learning.

There are 8 marketing lecturers who have been interviewed. Here are their titles and the universities below;

- OP: Associate Professor, Tallinn University of Technology

- NG: Associate Professor, Izmir University of Economics

- KK: Lecturer, Tallinn University of Technology

- ST: Professor, Izmir University of Economics

- RA: Lecturer, Tallinn University of Technology

- NGS: Associate Professor, Beykent University

- ES: Lecturer, Tallinn University of Technology

- MG: Associate Professor, Izmir University of Economics.

2.2 Findings from the interviews

According to the depth interviews, it has been coherently discovered that half of the interviewee lecturers have positive attitude towards e-learning and marketing moocs. Thus, it is possible to say that half of the interviewees were declared themselves as a

lecturer who has the knowledge and experiences with moocs. Furthermore, there are also the lecturers who has positive attitude towards e-learning among the other half who does not have any experience with moocs. Fortunately, all of the interviews are successfully conducted and each of them has provided remarkable experience.

Conducting depth interviews as the empirical part of the research went smoothly and had an important role in order to see the genuine awareness among marketing lecturers. Furthermore, the information provided is significant also thanks to being conducted with Turkish marketing lecturers as well. Another interesting fact that rose from the research was that the positive attitude towards marketing e-courses for undergraduate level marketing includes also half of the Turkish interviewee lecturers. In other words, the awareness and experience with moocs among the Turkish marketing lecturers were the same proportion as Estonian lecturers. This fact had been revealed as a surprising outcome. Thus, it is possible to say that this similarity with the awareness level for the latest e-learning platforms made the research more consistent.

During the interviews, the attitude of each participant was quite honest, supportive and informative. Even the lecturers who have negative attitudes about e-learning answered the questions well with their honest opinions. Each interviewee was a well-known lecturer in his/her university. Therefore, the interviews have effectively reflected the current situation of the awareness of e-learning potential for undergraduate level marketing courses.

There has been content analysis method implemented according to qualitative research rules. The data of interview outcomes are coded as the Lecturer for e-learning, the Lecturer with neutral attitude and the Lecturer for traditional learning. All the outcomes are categorised according to these codes and provided a certain analysis.

The first interview was a fully informative thanks to the attitude of the interviewee and it provided valuable information thanks to the interviewee's effective participation. During the interview, all the questions are got answered coherently and each answer was totally helpful to achieve significative observation. (look Appendix 10) The interviewee's attitude was definitely supportive towards e-learning so the outcome is categorised as the lecturer for e-learning. Moreover, the lecturer stressed the importance of teaching social media marketing and how the proportion should increase in the main

marketing curricula for undergraduate level marketing education. The interviewee's prediction for future marketing education was certain and it was really impressive attitude. This marketing lecturer has been recently elected as the style guru by the students and this brough even more respect to the interviewee's attitude towards marketing e-courses and the future form of marketing education.This interview was the most detailed one comparing to others and it enabled such an efficient analysis opportunity because the amount of the information from the interviewee lecturer's experiences and attitudes towards e-learning allowed a coherent view to observe the attitude of the interviewee in such effective way.

The following interview took place with a lecturer who had experience with moocs and the interviewee's attitude was based on that there is a certain applicability regarding mooc platforms. (look Appendix 11). Thus, the attitude of the interviewee is categorised as the lecturer for e-learning. The quality of massive e-learning platforms was considered as adequate in case of applicability so it is possible to say that the interviewee had a totally positive view about the importance of mooc platforms for marketing in e-learning industry. This brings a pure positivity for the attitude towards marketing e-courses. The interviewee's experience was related to marketing and it came up with an e-course for social media marketing four years ago. Additionally, the significance of increasing the proportion of online assignments and student self efforts is mentioned during the interview. There was a certain attitude of the interviewee about the proportion of e-courses for undergraduate level marketing education and it was mentioned that it should be more than half of the total study load during an academical year. As the outcome of the interview, the lecturer's attitude towards marketing e-courses was definitely positive.

There was another type of attitude in the next interview and it was based on a slight positivity towards e-learning but no replacement with any traditional classroom times. The interviewee lecturer shared his/her opinions as e-learning is a great facility to support regular teaching periods and promote understanding but cannot be replaced with any course. Therefore, the attitude was based on that e-learning is certainly needed but cannot be an alternative to a regular seminar time. (look Appendix 12). As a result, the attitude has been observed as the lecturer with neutral attitude.

The session of the following interview provided an outcome as the interviewee lecturer heard about the mooc platforms but did not believe any effectivity of those e-learning platforms comparing to traditional classroom times. (look Appendix 13) Thus, the outcome of the interview is the lecturer for traditional classroom learning and It is possible to say that there was certain attitude of the interviewee lecturer about the ineffectivity of e-courses. That attitude was followed with the statement that e-courses cannot be as effective as traditional classroom learning, at least not in near future.

It has come out that the fame of mooc platforms had reached also the marketing lecturers who are for traditional classroom learning and the following interviewee was a nice example of them. The interviewee mentioned a certain effectivity of face-to-face teaching which is not possible to have via e-courses and the entire interview session provided the answers in that manner. (look Appendix 14) The observation for the attitude of the interviewee ended up as the lecturer for traditional classroom learning. It was obvious to see the interviewee's negative attitude towards e-learning and it was based on the effectivity comparison between face-to-face learning and e-learning in interviewee's opinion.

The next interview revealed the attitude towards e-learning is mostly inspired by today's study interfaces that most of the universities actively use for their online assignments. The interviewee lecturer answered the questions according to the experience with the university's study interface which brought the attitude that e-learning is a must and necessity of it cannot be denied. On the other hand, the interviewee lecturer mentioned how the traditional classroom time is required as well. (look Appendix 15) Therefore, the attitude of the interviewee has been coded as the lecturer with neutral attitude and the outcome has been settled as the attitude of the lecturers was more for merging the traditional classroom learning with e-learning according.

Another mooc experienced marketing lecturer was the following interviewee and it is possible to say that the interviewee's attitude was completely positive for e-courses which lead the analysis outcome to be coded as the Lecturer for e-learning. The interviewee coherently mentioned that e-learning platforms are going to be more popular in future. (look Appendix 16) Additionally, it has been stated that the future

form of marketing education will rely on more interactivity and more independent work in the interviewee's opinion.

The final interview took place with the marketing lecturer who thinks the effectivity of e-learning is significantly high. (look Appendix 17) The attitude has been observed as the lecturer for e-learning. There was also mentioned that the interviewee lecturer is actively using fully integrated lectures with maximized e-learning facilities. Additionally, the interviewee lecturer stated the importance of e-marketing subject in undergraduate level marketing curricula and how it is going to be increased even more in the future.

The entire interviewing session enabled a nice opportunity to be able to observe the attitudes towards undergraduate level marketing courses. It was a pleasure to conduct these interviews and it provided a nice experience to see marketing e-courses from the point of view of the interviewee lecturers. Furthermore, there were also quite interesting quotes that came up during the interviews. Each of them is attentively selected and merged together in order to make it both essential and compact at the same time. (look Appendix 18) According to the interviews, half of the marketing lecturers have a positive attitude towards marketing e-courses and see them as the future form of marketing education. On the other hand, a quarter of them have a neutral attitude towards marketing e-courses and the other quarter is of the attitude that traditional classroom learning cannot be replaced.

2.3 Comparative approaches for the interviews

As in the end of such intensive period of depth interviews, there has been a truth revealed about how different the attitudes are about e-learning. It has proved that each marketing lecturer his/her own style of thinking towards marketing e-courses and their effectivity as well. Therefore, it has brought the necessity of comparative approaches for the answers given by the interviewee marketing lecturers.

There is no doubt that the differences between the attitudes of marketing lecturers come out by an effective comparison. As this comparison is supposed to be as obvious as

possible, the differences between interviewee answers are visualized as tables to be able provide an effective view towards the differences and the similarities between the answers. (look Appendix 19)

Firstly, the comparison is made for the lecturers who are aware of latest e-learning platforms and have deeper knowledge/experience. Secondly, it followed by the answers of the lecturers who do not have deep experience with popular e-learning platforms but have a certain knowledge about marketing e-courses. The answers are compared question by question in order to be able to show more contrast between the opposite answers for the same question. (look Appendix 19) The comparative approach has provided an effective view also for the differences between the attitudes towards the universities' study interfaces. Because it revealed the different answers from the lecturers about their practices on the study interfaces of their universities. It has been found out that study interfaces have a critically important role to affect the lecturer's attitude either positive or negative way.

The most famous e-learning platforms are known or heard by half of the interviewee lecturers. The comparative approach coherently indicates that the deeper e-learning knowledge about massive e-learning platforms mostly come from training and conferences. Thus, it is possible to say that the modern marketing education trainings pays significant attention to massive e-learning platforms.

The main differences between the attitudes related with the applicability of e-courses regarding a possible replacement with regular courses. According to the comparative approaches, the reservations are mostly related to irregular attendance, insufficient content and ineffective communication. Each lecturer has his/her own point of view regarding their reservations and it is possible to see it above thanks to the comparison for the answers given. The future predictions of the interviewee lecturers are also compared as it is shown above. The answers which include the opinions about the popularity of MOOC platforms in the future and each of them reflect their attitudes towards massive e-learning platforms for marketing e-courses.

As a result, the comparative approaches nicely reflect differences between the interviewee lecturer's knowledge, predictions, priorities and practices towards e-learning, so does the attitudes.

2.4 Recommendations from the empirical study

According to the observation process of the empirical study, it was an obvious fact to see that the number of e-learning platforms was not sufficient for a potential learner. It should be increased and especially the number of non-profit e-learning platforms (e.g. edX), which would supposedly be financed by state universities, should rise to provide 100% free and accessible e-courses for undergraduate level marketing. Therefore, state universities should support or run their e-learning platforms in my opinion. There are some commercial e-learning platforms which require paid memberships to have access to or to be able to enrol yourself for that particular marketing e-course. I believe that increasing the number of non-profit e-learning platforms is also essential to eliminate this contrary fact for potential marketing learners. As it is shown in the course comparison table, only couple of the popular e-learning platforms have significant a significant coverage and the rest of the platforms do not have any coverage which could be considered as adequate. Therefore, the material in general needs to further development, expansion and detail, also, to be free.

 E-learning refers to a pretty vast subject for any marketing lecturer, so it was quite important to observe the interviewees' attitudes towards marketing e-courses and also e-learning platforms. Since it was shown that the positive attitude towards marketing e-courses was around half of the interviewee lecturers, this portion is not a sufficient in my opinion and I certainly recommend that e-learning facilities should be supported and used more by the universities. The importance of video lectures should be officially stressed to increase their potential in case of marketing courses. Moreover, the proportion of online assignments should be increased even more. it has been obvious to see once more how future undergraduate level marketing education will be based on e-courses and the online efforts so I think Estonian and Turkish universities should increase the proportion of e-learning in the yearly curriculums of undergraduate level marketing courses even more. There is no doubt that the proportion of e-learning will

dominate the traditional classroom times in the future as a new form of marketing education so both Estonian and Turkish universities should prepare their infrastructure according to the requirements of modern marketing education.

CONCLUSION

E-learning has been growing fast year by year, and it has a significant influence over stationary studies in universities as well. As a revolutionary change, many universities including TalTech have started to increase the proportion of e-learning in their particular curriculums. It is becoming more critical every year, and bachelor level study curriculums recently involve more e-learning efforts comparing to previous years. The traditional style of learning remains as the primary but e-learning has become rather complementary which is observed as a must by most of the universities.

There is no doubt that e-courses will be the future form of education. Couple decades ago nobody could imagine how the education system would be evolved and digitalised by now. Therefore, there is no doubt that online learning will be replaced with traditional knowledge in future. It can be an excellent source for learners to be able to do their own time management which increases the efficiency of learning dramatically.

During the research, It has been shown that the history of e-learning goes way back further than I had expected. It has been researched in detail, and it is referenced through as many sources as possible in the literature review part. According to my observation, there are both negative and positive aspects occurred during the research. Firstly, as the negative outcome and less importantly, the number of proper undergraduate level marketing e-courses and their availabilities on the internet. It limited the potential of e-marketing courses on popular e-learning platforms due to most of them were not free of charge. Surely, it narrowed down the evaluation process of the availabilities of marketing e-courses on the internet. Secondly and more importantly, the availability of the potential marketing lecturers and their approvals for the interviews. Each interview is scheduled to take around 30 minutes but more than half of them took longer thanks to the interest of each interviewed marketing lecturer about e-learning and the future form of undergraduate level marketing education. This enabled to have a perfect opportunity

to observe the attitudes of the Estonian and Turkish marketing lecturers toward undergraduate level marketing e-courses.

In this research, marketing lecturers' attitudes have been entirely reviewed through a wide selection of academic sources and the genuine potential of undergraduate level marketing e-courses has been evaluated through theoretical study. Special attention has been placed on the ultimate version of e-learning platforms, moocs, and their efficiency and effectivity have been evaluated through academic sources as well. As to e-learning in general, it has been discovered that the potential needs to be increased more to more precisely match with a regular undergraduate level marketing education today. It has been seen a certain potential exists and needs to be more developed. This is also proven by the empirical study which involves depth interviews with undergraduate level marketing lecturers from different universities. Additionally, it is shown that the marketing lecturers are divided on the potential of video lectures, and it is also suggested that the awareness of video lectures should be increased among the lecturers. All of this collected data is combined to clarify the potential for upcoming evolution of learning undergraduate level marketing with the officially increased proportion of self-e-learning efforts worldwide.

Even though the proportion of e-learning efforts is getting higher (including TalTech especially by the following year), the acceptance or the affirmative attitude of the marketing lecturers is not so. The attitude for the effectivity of e-learning are quite divided as the findings from the interviews chapter show. It is possible to see that all of the lecturers have their attitude for e-learning as a supplementary must. However, the main divide starts from the proportion within a certain study period. Some lecturers think e-learning is going to be a future form of education while others remain constant with the idea that traditional education methods have the most effectivity and efficiency. I believe in the potential of e-learning for undergraduate level marketing courses and predict the future will bring them forth.

The main outcome of the research comes along with my personal recommendations regarding whole research process and those could be listed as the next page.

- The number of university supported and non-commercial MOOC platforms needs to be increased to more precisely match a regular undergraduate level marketing content today. A certain potential is shown to exist and the number of platforms should be increased as well.

- In Estonian and Turkish universities, the proportion of marketing e-courses should be increased, and the effective marketing e-courses should take place in a higher proportion comparing to traditional classroom time in the future.

- The future form of the marketing education should be observed beyond their limits by Estonian and Turkish universities.

- Both Estonian and Turkish universities should run their own non-profit MOOC platforms to build a notable global e-learning based reputation.

  The awareness of massive e-learning platforms should be increased among the Estonian and Turkish marketing lecturers to fit their reputation world widely for undergraduate level marketing education.

- All Estonian and Turkish undergraduate level marketing lecturers are to develop and restructure their courses in a way that suits e-learning requirements as long as faculty members develop and modify the marketing curricula for undergraduate level business administration studies.

- The attitudes of the Estonian and Turkish marketing lecturers require more self-development which should come from the further education of instructors and faculty members that are based on encouraging them to learn the newest e-learning technologies and on providing sustainable achievements for their undergraduate level marketing education.

As a result, this research has justified the fact that the future form of undergraduate level marketing education is likely going to be the entire curricula built on digitalized learning, which would come true at some point. It is most likely that each university would run its own non-profit MOOC platforms, such as the edX platform launched by Harvard and MIT. It is highly predicted that would take place as equal with universities' entire undergraduate level marketing curricula. Thus, both Estonian and Turkish universities should run their own non-profit MOOC platform in my opinion. There is an absolute reality about modern marketing education, and it is evolving into the form that

includes more e-learning self-effort with less traditional classroom time. Today, the attitudes of the Estonian and Turkish marketing lecturers require more self-development and this self-development should come by the developments of instructors and faculty members which are based on encouraging the newest e-learning technologies to provide sustainable achievements for their undergraduate level marketing education. It would directly shift the attitudes of Estonian and Turkish marketing lecturers to rather a positive side.

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APPENDICES

Appendix 1- The potential and problems of MOOCs

Table 2 The comparison of TalTech undergraduate marketing course content to e-courses

	Potential	**Problems and risks**
Participants	+ Diversity	-Heterogeneity
Participant pathways	+Good participation when "window shoppers" have been eliminated (drop-in problem)	-10% completion rate (drop-out problem)
Teaching	+Partly innovative	-Partly poor
Supervision	+Peer learning	-Little active support from teachers
Examinations and authentications	+Signature Track	-Legally incontestable identification of individuals necessary -Network of examination locations needs to be set up
Appraisals	+Self-grading +Peer grading +Blind grading	-Full range of grades not used -Danger of manipulation -Data protection
Certification	+Badges	-At least random monitoring required to be valid
Credit transfers	+Possible award of ECTS credits +Recognition as non-formal education	-Despite high expectations, no reliable environment -Legal or institutional rules are missing
Resources	+Synergy effects from networks and multiple use	-Time consuming and expensive -MOOCs are not models with which to make savings
Business models	+Diverse options	-None of the options has so far had sustainable success
Legislation		-Various challenges regarding copyright, data protections, state aid, capacity, public sector employment and examination legislation
Application scenarios	+University marketing +Transitional programmes +Standardised mass lectures +Blended formats +Seminar-like options +Minor subjects +Interdisciplinary courses	

(Source: Schultz, 2014)

	Potential	Problems and risks
Lifelong learning	+Keeping alumnus attention +Programmes for very popular disciplines with a very well-extablished curriculum	-Individualisation requies a lot of input -Non-traditional students require target-group-specific supervision -Competition law
New formats	+More flexibility +Self-reliance +Self-organisation	-Organisational problems for students -Fragmentation of education -Development of skills and personality
Internationalisation	+Encourage mobility and competitiveness +Instrument for collaboration with business +Cultural diversity	-Cultural uniformity
Self-regulation	+New forms of collaborative learning	-Necessary environmental conditions: large number of participants, confidence-inspiring atmosphere, subsidiary intervention option
Digital divide	+Motivated learners and teachers benefit	-Growing skills gap
Quality of teaching	+More transparency +MOOCs as an innovative supplementary format	-Quality improvements only with additional resources -Danger of "McDonaldisation"
External platforms	+Professional service providers	-Decreasing visibility of universities
Innovativeness	+Prompt for strategic positioning of the universities	-MOOCs are not cure-alls

Source :(Schultz, 2014)

Appendix 2- TalTech marketing courses for TVTB12/18

The marketing courses which TalTech curricula involves for undergraduate level business administration students are listed below. Each course is provided with its description and that is how such an effective comparison can be made between the free marketing e-courses on MOOC platfotms.

TMM2150 Basic Marketing

Nature of marketing. Marketing management. Marketing environment. Marketing research. Segmenting. Positioning. Consumer behavior. Product. Price. Distribution. Promotion. Direct marketing. Social marketing.

TMM2420 Marketing Management´

Marketing management`s role in organization and process. Development of marketing management concepts. Transaction marketing. Relationship marketing. Social marketing. Post-modern marketing. e-Marketing. Integrated marketing communications.

TMM2440 Market Research and Market Planning

An introduction into the aims of market research. Planning of the market research, quantitative and qualitative research. The methods of market research. Determining of the size sample, types of sample, questioning strategy. The checking of data, the detection of mistaskes, coding. The primary statistical processing and analysis of results, the comparing of results and illustrating. Statistical and causal ties. The generalization of research results. The preparing of a research report.

Source: (TalTech Business… 2018)

TMM2470 E-marketing

Electronic marketing, electronic commerce and electronic business terms. Automatization of marketing functions. value chain, value system and value network. Types of e-commerce. Internet-based market research. Database marketing. Customer relationship management. Electronic marketing mix. Electronic product. Price diferenciation. Automatization of distribution functions. Marketing communications in e-marketing.

TMM2160 International Marketing (elective)

The nature of international marketing and connections with different disciplines. International marketing environment. Evaluating target markets and market analysis. Market entering methods and strategies. International branding. The development of international retail. Marketing Mix in international marketing.

TMM2450 Consumer Behaviour (elective)

Nature of consumer behaviour, consumption, motivation, perception, learning, attitude. Self-concept. Decision process, reference groups. Opinion leaders. Social class, culture, life styles. Affective, cognitive and normative mechanisms on consumer behaviour, consumer satisfaction, consumer loyalty, purchase panics and compulsive shopping, cosmopolitanism and consumer ethnocentrism in consumer researches on the example of post-communist consumers.

TMM2460 Marketing communication I (elective)

Indirect and direct communication. Integrated marketing communication. Brand communication. Means of marketing communication. Media advertising. Sales promotion. PR management. Direct marketing. Sponsorship. Event marketing. Fairs. Multimedia.

Source: (TalTech Business... 2018)

Appendix 3- The comparison for TalTech courses and free marketing moocs

The main idea of this visualized comparison is related with a proportional content match between a particular TalTech business administration marketing course and a given e-learning platform. In other words, the more the e-learning platform covers, the more successful it is considered to be. Here each platform is proportially graded according to their coverage of each TalTech business administration marketing course.

Table 3 The comparison of TalTech undergraduate marketing course content to e-courses

TalTech Undergraduate Level Marketing Courses (TVTB)	Coverage on platform edX	Coverage on platform Coursera	Coverage on platform UdaCity	Coverage on platform FutureLearn
TMM2150 Basic Marketing	100%	100%	0%	0%
TMM2420 Marketing Management	100%	50%	0%	0%
TMM2440 Market Research and Market Planning	75%	75%	0%	0%
TMM2470 E-marketing	90%	100%	75%	100%
TMM2160 International Marketing (elective)	50%	100%	0%	0%
TMM2450 Consumer Behaviour (elective)	100%	50%	0%	0%
TMM2460 Marketing communication I (elective)	75%	50%	0%	0%

(Source: Author)

As it is seen on the table, edX leads the MOOC industry as it has the most coverage. It is possible to say that edX platform covers almostall of the undergraduate level business administration marketing courses of TalTech. It is followed by Coursera platform as it has also an adequate coverage. On the other hand, there are Udacity and FutureLearn platforms which could be considered with poor coverage due to those do not cover most of the undergraduate level business administration marketing curricula of TalTech. As a result, edX and Coursera has very significant coverage of undergraduate level business administration marketing curriculas and it shows a clear potential for possible replacements in future form of marketing education system.

Source: (Author)

Appendix 4- Available free marketing courses in "edX" platform

Here are the all marketing e-courses which has full and free access on edX platform.

Introduction to Marketing

Contents of the course:

– Introduction: The changing nature of Marketing | Competition and Understanding the rules of the game
– Market Research | Segmentation and targeting
– Positioning and value proposition | Product
– Branding | Pricing
– Distribution | Integrated Marketing Communication (IMC)
– Social media | Measurement and conclusion

Changing nature of the marketing, Fundamentals marketing frameworks and tools, Difference between real time marketing and traditional marketing, Customer power in marketplace, SWOT and PEST analysis, Market research, Actionable insights through research, Primary and Secondary researches, Segmenting, Targeting, B2B, Demographic principles in segmenting the market, Psychographics, Brand positioning statements, Competitive marketplace, Significance of parity, Product, Product frameworks and tools, five levels of product model, Product life cycle, the maturity stage of products, Practical Considerations around branding, The significance of branding, Characteristics of branding, Informing pricing decisions, Distribution issues from the marketing perspective, The distribution strategies, Distribution systems, Integrated marketing communication choices, AIDA, Owned media, Social media, Iceberg metaphor, Differences between talking and conversing, Future trends in marketing, Freemium marketing strategy, Net promoter score (NPS).

Source: (edX introduction… 2018)

Introduction to Marketing: Tools to Set Enterprises Apart

Contents of the course:

– Marketing and Customers
– Target the most rewarding customers
– Create a compelling value proposition
– Design winning products and services
– Communicating value with impact
– Delivering value and reaping the rewards

The scope of marketing, Understanding the influences on customers, The customer journey, Customer relationships and loyalty, Marketing activities, Cultural values, Evoked set, Market segmentation, Segmentation criteria, Psychographic segmentation, Targeting, Value, The understanding of value proposition, The concept of net customer value, Brands, The important constituent elements of value, Designing winning products, Premium, augmented, embodied and core products, Product life cycle, Designing winning services, The service channels, Marketing mix, Marketing communications, Developing impactful communications, Communications and media choices, Direct response marketing, Word of mouth marketing, Viral marketing, Peer to peer marketing, Creating value accessibility, The advantages and disadvantages of direct marketing, Pricing and rewards, Franchising, The advantages and disadvantages of franchising, Comparison of franchising and owning its own stores.

Source: (edX introduction to… 2018)

Marketing Management

Contents of the course:

- Introduction to Marketing
- Segmentation and Targeting
- Differentiation, Competition and Positioning
- Consumer Behavior
- B2B Marketing and Marketing Strategy (Product Decisions)
- Marketing Strategy: Product, Service and Pricing Decision
- Marketing Strategy: Place Decisions

Definition of marketing, Interactive marketing, Marketing management, Marketing environment and difference between marketing and selling, Business models, Introduction to segmentation, Concept of segmentation, Bases for segmentation, Targeting, The strategies of Targeting, Segmentation and Targeting in real life marketing, Introduction to differentiation, Differentiation parameters, Competition, Positioning, Alternative approaches to positioning, Introduction to consumer behaviors, Consumer decision making process, Factors influencing consumer behavior, Decision making, Purchase behavior, Individual characteristics of a consumer, Consumer expectation, Organizational buying, Buying center and buying situation, Business buying process, Segmenting business market, Marketing strategy (Product decisions), Product mix concepts, Demand forms, The purchase types, The stages of buying process, Product line analysis, Brand decisions, Service strategy, Introduction to pricing, Price setting, Price adaptation, Distribution, Channel levels and types of intermediaries, Channel design decision, Channel management. Promotion, Communication model, Developing effective communication, Promotion mix, Product life cycle.

Source: (edX Marketing… 2018)

Marketing Fundamentals: Who is your customer?

Contents of the course:

- The Marketing Mix
- Consumer Behavior
- Brand Management
- Building for Success

Segmentation, Target customer segment, Types of segmentation, Targeting, Positioning, Marketing mix, Warranties and support services, Delivering value, Consumer decision process, Get to know your consumers, Consumer decision process, The stages of the consumer decision process, Post purchase evaluation, Measuring the customer experience, Observations of customer interactions, Brand management, Brand personalities, Brand value, Chart brand personalities, The relationship between brand and consumers, How can marketing drive strategy, Growth options, Does this firm meet its customers' needs, An ideal marketing plan, Marketing objectives and metrics, Growth strategy, Diversification, The riskiest growth strategies, ineffective marketing objectives, An ideal business strategy, Secure financing to start a business.

Source: (edX Marketing Fundamentals… 2018)

Customer Relationship Management

Contents of the course:

- The meaning and application of CRM
- Benefits of CRM to companies and consumers
- How to implement CRM best practices
- The importance of bonding and building loyalty with customers
- How to build long term customer relationships

Meaning and definition of Customer Relationship Management, Benefits of CRM, why should businesses adopt CRM, The why's and how's of building relationships with customers. Lifetime value of customer, Activity based costing for customer profitability analysis. Live interaction with students. CRM practices in consumer and business markets.CRM implementation process and Precautions related to CRM implementation.

Source: (edX Customer… 2018)

Entrepreneurship 101: Who is your customer?

Contents of the course:

- Primary Customer Research
- Bottom-Up Market Analysis
- Market Segmentation
- Beachhead Market Analysis
- Development of End User Profile
- Profiling of Customer Persona
- Estimation of Total Addressable Market Size

Market Segmentation Learning Goals, Market Segmentation, The FINsix Story, Beachhead Market Learning Goals, The beachhead Market and NVBots, Beachhead Market Key Lessons, End User Profile Learning Goals, Developing the End User Profile, TAM Learning Goals, Persona Profile Learning Goals, Q&A with Bill.

Source: (edX Entrepreneurship… 2018)

Digital Branding and Engagement

Contents of the course:

- − The inter-relationship between paid, owned and earned media
- − Consumer change and how it is altering brand communications
- − Content marketing and how owned content can be distributed across company-owned digital media assets
- − The value of Earned Media which interests your audience

Media, Owned media, Web advertisements, Online Promoting, Social metrics, Global branding, Standardization of marketing communications, Consumer platforms, Consumer empowerment, Digital Consumer, Examining the social media, Content marketing, Engagement model, Sales model, Bounce rating, Measuring content effectiveness, Owned media assets, Online purchases, Company website, YouTube channel usage for business, Company blogs, E-newsletter, Social media account administration for commercial purposes. Highlighting a product, Promotion launch, E-marketing campaign, the essentials of an effective and efficial commercial website, Search engine optimizations, Investigations over search engine optimizations, Blogging platforms, Importance of blogging platforms, The requirements of success for branded apps, Earned media, The evaluation criteria for earned medias, Earned media targets, Earned media measurements, The metrics for earner, owned and paid media.

Source: (edX Digital… 2018)

Appendix 5-Available free marketing courses in "Coursera" platform

Here are the all marketing e-courses which has full and free access on Coursera platform.

Introduction to Marketing

Contents of the course:

– Branding: Marketing Strategy and Brand Positioning
– Customer Centricity: The Limits of Product-Centric Thinking and The Opportunities and Challenges of Customer Centricity
– Go to Market Strategies: Online-Offline Interaction and How to Find Lead Users and Facilitate Influence and Contagion
– Branding: Effective Brand Communications Strategies and Repositioning Strategies
– Applied Marketing (optional)

Branding, Brand equity, Online-offline interactions , The branding modules, Marketing strategies, Segmentation and targeting, Brand positioning, Experiential branding, From Product-Centric to Customer-Centric Management, Cracks in the Product-Centric Approach, Data-Driven Business Models, Three Cheers for Direct Marketing, Which Firms Are Customer Centric?, Customer centricity, What is Customer Centricity?, Living in a Customer-Centric World, More Reflections on Customer Centricity, Questions on Customer Centricity, Friction, Preference Isolation, How Internet Retailing Startups Grow, Customers and Digital Marketing, Influence and How Information Spreads, The 7ms, Brand Messaging and Communication, Repositioning a Brand, Customer Analytics Initiative, New Start-ups in Customer Centricity, The concepts of customer centricity, Customer behaviors, Focusing on the right customers, The strategic advantages of customer focus.

Source: (Coursera Introduction… 2018)

International Marketing Entry and Execution

Contents of the course:

– B2C (Business to Consumer) Marketing

– Entry, Targeting and Positioning

– Marketing Mix and Cross Country and Cross Industry Growth

– 7S of International Marketing Innovation

Consumer Science Investigation, facets of consumer behavior, international marketing, the Vision-Strategy-Action framework, The examples which are applied to B2C marketing, introduction of an under-represented target in international marketing, interviews with B2C marketing specialists, B2C trends, The technological developments that aid in understanding consumers, Macro analytical view of how to determine a market landing strategy, An initial launch in foreign markets, micro analytical approach, the STPs of marketing, Segmentation, Targeting, Target selection process, Basic target market criteria, Positioning, the effect of the 3Cs, How Consumers, Competitors and Company impact the positioning, The four major elements of marketing execution, the 4Ps, The 'out of the box' thinking for marketing, 7S's of Marketing Innovation, CCCI Innovation implications.

Source: (Coursera International… 2018)

Marketing Analytics

Contents of the course:

– Marketing Resource Allocation

– Metrics for Measuring Brand Assets

– Customer Lifetime Value

– Regression Basics

– Marketing Experiments

How to reduce that waste and track effectiveness, what marketing analytics is and why it is important, the resource allocation framework, how to apply analytics to make the

Source: (Coursera International… 2018)

most of your marketing budget, Basic tools to determine effective resource allocation, Valuable and intangible assets, how to build and define a brand architecture and how to measure the impact of marketing efforts on brand value over time, Measuring and tracking brand value, What do your customers mean to you? Future net value of a customer relationship, Forward-looking measure of the customer relationship, Connecting marketing strategies to financial consequences, Evaluation of strategic marketing alternatives based on whether they improve customer retention and lifetime value, How to interpret regression outputs? Confounding effects and biases, distinguish between economic and statistical significance, how to design basic experiments? How to avoid a gap between your test results and field implementation, and explore how web experiments can be implemented cheaply and quickly. Designing and conducting effective experiments that test your marketing campaigns.

Source: (Coursera Marketing… 2018)

Marketing Strategy for Entrepreneurs (No info available to extract the syllabus)

Contents of the course:

- Sales – From cold calling to Facebook and Alibaba
- Who are these customers and what do they actually want? Analysis – Customer insights and analytics
- It is better to Skate to where the puck is going: Segmentation and positioning
- Instead of the great plan that never will be executed: Experimental marketing and Pivoting techniques
- Closing the deal and conversion – AIDA, not just an opera
- Mass marketing vs. customization to be considered when...
- Playing the market expansion game – The hockey stick phenomena

Source: (Coursera Marketing Strategy… 2018)

Marketing in a digital world

Contents of the course:

- Digital Tools for Developing Innovative New Products
- Digital Tools for Persuading Customers to Buy Your Products
- Digital Tools for Effectively Distributing Your Products
- Digital Tools for Setting the Right Prices for Your Products

Rich understanding of the foundation of marketing and how this foundation is being shifted due to the rise of new digital tools. Critical thinking skills regarding the role of these digital tools and their impact upon both firms and consumers. How these digital tools are being applied to enhance and enrich marketing activities, foundations of marketing (i.e., product, promotion, placement, and price) and how these foundations are being shifted by the rise of new digital tools. Basic product concept, Digital concept, Customer co-creation, Digital concept: Doppelgänger brands, Promotion basic concept, Authenticity digital concept, User generated content, Price concept, Digital concept: Pay what you want, Digital concept: Price comparison tools.

Source: (Coursera Marketing in… 2018)

Appendix 6- Available free marketing courses in "Uda City" platform

App Marketing (By Google)

Contents of the course:

- Understand the user
- Pre Launch – Preparing for a succesful product launch with Steve Chen (Co-founder of YouTube)
- Launch! – Creating a social media presence, getting media attention and building your user base.
- Customer Acquisition
- Measurement Fundamentals

Introduction to marketing, Marketing segmentation, Behavioral and psychographic marketing, Demographic and geographic marketing, Occasional and cultural marketing, Things to remember when segmenting, Personas for understanding your user, Plausible segmentation, Advices on value proposition, Marketing goals and objectives, building marketing plan, Creating distribution plan, Distribution channels, Finalizing the marketing plan, Importance of global marketing, Get noticed in an App store. Social media advice, Launch checklist, Launch assets : press kit, Intro to SEO and ASO,SEO tips, how to be successful with ASO, Being active in relevant offline events, Networking, The three engines of growth, Paid marketing, Ad-word structure of a campaign, Direct media buying, Google display networks, Programmatic marketing, Affiliate marketing, Paid social marketing, Inbound marketing, Growth hacking, User feedback, Getting the right metrics for goals, How to start an experiment, Validating efforts through experiments.

Source: (UdaCity App… 2018)

Appendix 7- Available free marketing courses in "Future Learn" platform

The Digital Economy: Success through Market Segmentation

Contents of the course:

- What digital economy means for the function of marketing
- What market segmentation is and why it matters
- The link between business strategy and marketing
- The process of segmentation, targeting and positioning
- Ethical issues in market segmentation
- The explosion of information and data in the digital age

Identifying and understanding the impact of the digital economy on why and how market segmentation is used by organization, summarizing and linking segmentation strategy to an organisation's overall strategic direction, recognizing the impact of the digital economy, producing and using market segmentation to improve your organisation's performance in the digital world, Demonstrating sensivity to ethical issues arising from market segmentation in the digital economy.

Source: (FutureLearn The Digital... 2018)

Digital Marketing: Challenges and Insights

Contents of the course:

- How businesses can benefit from digital storytelling
- How marketers can draw upon a variety of social tools to share their stories
- Impact of evolving changes in how we behave online
- The challenges and opportunities that social media offer to marketers
- The 'customer journeys' we make when purchasing goods and services
- How marketers can draw upon these developments to start thinking beyond standard 'online' versus 'offline' distinctions

Source: (FutureLearn The Digital... 2018)

- How marketers can add value to customers by providing useful and relevant location-specific services without being intrusive
- The true ownership of digital assets and what this status means for how we access and manage our digital possessions over time
- Basic analytical tools and how they can help measure marketing effectiveness
- Examination of privacy issues from the perspective of both consumers and marketers
- How marketers can encourage existing customers to recommend an organisation to their friends by using gamification techniques

Exploring how the way people behave online is evolving and what this means for the organisations they support and do business with, discussing developments in the technologies people use and the ways in which this is enabling creative integration of online and offline by marketers, Evaluating the opportunities and challenges for marketers in obtaining value from social data at a time when uncertainty still exists about personal privacy and control of online assets, reflecting upon the topic discussed in the context of your own experiences and using a variety of social tools to share your stories with other learners.

Source: (FutureLearn Digital Marketing... 2018)

Appendix 8- Interview questions plan A

1. Have you ever heard about MOOC? Please Name as many MOOC platforms as possible.
2. When and how did you get to know about mooc?
3. Have you ever had any experience with mooc as a Lecturer?
4. Have you ever had any experience with mooc as a Learner?
5. How applicable mooc is in your opinion?
6. How you would rate the educational quality of mooc? (E.g. those which you have experienced)?
7. How the reactions of students were/would be for mooc trial in your opinion?
8. What do you think about the efficiency and the effectivity of possible video lectures and online tasks during regular semester?
9. Would you be likely to apply moocs in the framework of your courses? (short-term, like next semester) Would you recommend moocs to be applied more in your university?
10. How motivating mooc is for potential learners in your opinion?
11. What are the limiting and hindering factors of mooc in your opinion? Risk factors, pitfalls to avoid? (What have you done wrong in terms of utilizing moocs in your courses/your colleagues' courses)
12. Do you think mooc is going to be more popular in future?
13. What should be different in TalTech marketing courses in next five years?
14. How this might influence universities in the long run? How much of current classroom time could be (in your view) replaced by MOOC content?
15. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. as finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

Source: (Author)

Appendix 9- Interview questions plan B

For a lecturer who is not that much aware of mooc:

1. What little you know, where you got it?
2. In more general, what is your view on e-learning (e-learning support)?
3. What are your practices on the study interface of your university? (Your idea of best practice over there)
4. What is your personal opinion about developing Moodle (or similar platform) in your university?
5. How motivating e-learning is for students in your opinion.
6. What should be different in TalTech marketing courses in next five years?
7. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

Source: (Author)

Appendix 10- Interview: OP

1. About basically e-learning, what little you know, where you got it?

TalTech started to use Moodle around 2005 and I have been using it since that time so I can say that I am pretty experienced with Moodle. I have experienced many updates and developments as well. It has been upgraded pretty much since the beginning times.

2. In more general, what is your view on e-learning (e-learning support)?

First of all, I believe the share of e-learning is going to increase. Because it is clear to see how everything is getting more into online world so I believe that e-learning is going to be more important in future. Even human life is becoming more based on online stuff. However, teaching is a bit different than rest of other human activities in case of online integration. For sure, technological support is needed to increase efficiency and effectivity of learning but my personal opinion is e-learning cannot substitute with regular learning methods. It is obvious to see how necessary and important to get supplementary stuff online but the core teaching is still based on face-to-face regular class teaching methods.

Second of all, e-learning is significant in case of learning materials. I believe in the efficiency of E-learning materials. Both e-learning and regular learning should be carried out together in my opinion. In that way, the maximum effectivity could be provided. It is very important to meet the students face-to-face as well. It still is more effective way to learn also because of sharing the same atmosphere with students is unique especially when they have possible confusions or questions about the topic. In my opinion answering their questions and also removing the confusions in their mind is much easier and more effective in a regular class environment. I can say that I personally pay attention to face-to-face communication during teaching.

3. What are your practices on Moodle – your idea of best practice in Moodle?

Source: (Author)

I think the best practice I have had is related with what Moodle provides in general. I believe it allows me to organize teaching periods more efficiently and to know my students better. It is very useful to make important announcements. For instance, it was more difficult to make announcements before TalTech started to use Moodle system. Right now, it is more effective and easier. If you wish you can also communicate with your students directly in Moodle. This is really important for a lecturer as well. Because communication between lecturers and students are significant. It makes me able to know my students better such as who are they and how they put effort. Moodle also made my organization teaching more effectively because I became able to use more qualified materials. Also from students' perspective makes students learn more actively by providing access to important course materials any time they wish. This is really important for a student in my opinion. As a result, it is possible to say the organization of studies and lecturer-student relationships are the main practices which I can call as the best.

4.   What is your personal opinion about developing Moodle (or similar platform) in your university?

It covers my needs and wishes very nicely. Therefore, I do not know how to answer actually. So, I have never felt that I needed something which is not exist in Moodle. I have never been in need of it. So, I can say that I have never had that kind of unsatisfied situation. Moodle has been satisfying me nicely. Moodle outlook and structure seem all okay for me. No need to do anything with that. The only issue that comes to my mind is about official rights of the lecturers for the preparation process of semester. For example, usually one Moodle course is only one lecturer but sometimes you have to share the course load with another lecturer. Then you need to add another lecturer as well and he/she has to add more materials on the online page as well. He/she would not have to wait if I could have been able to do that. This could be time saving. This could be done in Moodle as an update for the lecturer profiles in order to make them able to simply add other lecturers. Right now, it is not crazy complicated but still is not an easy issue. That is the only issue that comes to my mind. I am totally satisfied the rest.

Source: (Author)

5. How motivating e-learning is for students in your opinion?

For sure it is motivating. There is no doubt for that. Provides more effective learning in case of reaching important materials all the time. On the other hand, I do not think it is completely motivating. Only e-learning cannot provide a satisfying learning process in my opinion. Both regular learning and e-learning should have been carried out together to get the best learning outcome.

6. What should be different in TalTech marketing courses in next five years?

Everything is going further. We are attracting to new trends and new changes and so on. I believe that we have more courses on online marketing in TalTech. I believe in five years that we should have totally special course about social media marketing. The importance of online marketing is going to be vital. Its significance is rising year by year. Currently I am teaching marketing to Estonian students and I personally spare an entire week for social media marketing. So, in five years there should be a separate course for social media marketing and it should be thought more detailed than now. We should offer marketing courses to technical faculties such as engineering departments in future. They might know the basics of marketing but I believe that those marketing courses should be classified and detailed up to their professions. TalTech should focus on marketing in that way to specify for every faculty. We are also aware of that technical faculties are not so interested into learning marketing or they might even think as it is useless but that is the thing I do not agree. TalTech should specify marketing courses up to their fields because it would directly affect their view over their professions and make them more knowledgeable especially in global case

7. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

Source: (Author)

I can proudly say that students have selected as the most style guru or (*stiiliguru*) of TalTech as a lecturer. So, I believe that I improve myself nicely. I participated in an extensive training program based on marketing and it was about case writing for teaching better and it was based on general improving teaching skills. There were over 40 participants more than 20 different countries. So, I believe in that I got a great experience to develop myself. I am also looking at different marketing teaching trends all the time so I can say that my teaching method is always updated. I cannot reduce study load so I am trying my best to do it as interesting as possible. I believe it my sense of humor has a direct effect over teaching skills in order to make students focus and understand better. I do not do too much corporation with business enterprises but I believe that it will increase in future. Currently we consider how to work out more training programs for business companies in the marketing field."

Source: (Author)

Appendix 11- Interview: NG

1. Have you ever heard about MOOC? Please Name as many MOOC platforms as possible.

Yes, I have heard. EdX is the only one I am familiar with. There is also an internal MOOC platform exist in our university. It is called Blackboard and created for uploading the lecture videos and slides.

2. When and how did you get to know about MOOC?

I do not remember when exactly but I assume around four years ago in a social media marketing training. EdX was mentioned there as includes supportive materials available. That is how I got familiar with MOOC platforms.

3. Have you ever had any experience with MOOC as a Lecturer?

No

4. Have you ever had any experience with MOOC as a Learner?

Yes,

5. How applicable MOOC is in your opinion?

It is quite applicable in case of supportive learning materials for a primary learning process. As long as information technology develops, it improves its quality and applicability as well.

6. How you would rate the educational quality of MOOC? (Among which you have experienced)?

What I have experienced was pretty qualified and useful. That is why it was officially recommended by the training authorities. However, I do not think that would be fair to rate all MOOC platforms up to my experience. Obviously, there must be many bad ones exist.

Source: (Author)

7.   How the reactions of students were/would be for MOOC trial in your opinion?

I don't know. Hard to say.

8.   What do you think about the efficiency and the effectivity of possible video lectures and online tasks during regular semester?

I am for video lectures. It is pretty efficient especially when the number of students are more than 50 just like in my lectures

9.   Would you be likely to apply moocs in the framework of your courses? (short-term, like next semester) Would you recommend moocs to be applied more in your university?

Yes, I would recommend especially for additional learning materials.

10.   How motivating MOOC is for potential learners in your opinion?

It is motivating for students to have time management on their own. But I believe that MOOC platforms are not totally qualified yet. There are more developments needed.

11.   What are the limiting and hindering factors of MOOC in your opinion? Risk factors, pitfalls to avoid? (What have you done wrong in terms of utilizing moocs in your courses/your colleagues' courses)

Possible irregular attendance of learners and less interactivity.

12.   Do you think MOOC is going to be more popular in future?

Yes, for sure.

13.   What should be different in your university for marketing courses in next five years?

I think there should be decreased classroom times and increased online assignments and self-efforts.

Source: (Author)

14. How this might influence universities in the long run? How much of current classroom time could be (in your view) replaced by MOOC content?

As I mentioned before, I predict classroom times could be replaced with MOOC content at least by half.

15. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

My development times are based on my researches. I do my researches mostly for the topics of place marketing, marketing for SMEs, social media and local brands. Contribution comes along with research and reading new literature. We as lecturers are accredited to develop our knowledge in sustainable way and bring new knowledge to our students.

Source: (Author)

Appendix 12- Interview: KK

For a lecturer who is not that much aware of MOOC:

1. About basically e-learning, what little you know, where you got it?

N/A

2. In more general, what is your view on e-learning (e-learning support)?

Would be fine! My seminars cannot take place over a mediated channel, but lectures would be great, I have already asked for that (but got no as an answer), and online tasks would be interesting as well.

3. What are your practices on Moodle – your idea of best practice in Moodle?

I only use it to put up home reading and tasks and information about the course and to reach students. Still, great.

4. What is your personal opinion about developing Moodle (or similar platform) in your university?

Nothing replaces the human being. E-learning platforms can be used as add-ons but not as replacement. Some lectures and a certain amount of home tasks. I see more potential in e-learning add-ons like group-work assisting, real-time public A&Qs, chatrooms etc. not replacing but adding to promote understanding. Well, I would replace one thing with the aforesaid: tests.

5. How motivating e-learning is for students in your opinion.

It sure is. Only I fear that many students hope to invest less time into learning thanks to e-learning options, but this is not the idea, isn´t it? Actually, the idea is to help the student to learn more, but in a convenient environment.

6. What should be different in TalTech marketing courses in the next five years?

Source: (Author)

Well, my answer is: more teaching of meta-level thinking abilities combined with workshops from people with real market experiences. And, sorry for saying that, more working through theory! NB! By "working through" I mean that students should be taught to work with theory themselves.

Revising: students should learn to learn more. The attitude towards learning the theoretical basics seems often to be "a pain…" to get over with. That does not help to internalize knowledge. This change should take place in cooperation with teaching staff, who, of-course, has to keep learning as well, in order to be inspiring.

7. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

Revising theory to find something new and inspiring, revising my concept, developing/finding new games and meta-plans, exchange with experts on my field (intercultural communication) via personal contacts and conferences, doing research in my field.

Source: (Author)

Appendix 13- Interview: ST

1. Have you ever heard about MOOC? Please Name as many MOOC platforms as possible**.**

Yes, I have.

2. When and how did you get to know about MOOC?

Around four years ago. I do not remember how exactly.

3. Have you ever had any experience with MOOC as a Lecturer?

No

4. Have you ever had any experience with MOOC as a Learner?

No

5. How applicable MOOC is in your opinion?

There are some certain points which could be advantageous for. However not fully applicable in my opinion.

6. How you would rate the educational quality of MOOC? (Among which you have experienced)?

MOOC does not refer only one platform. There are many different types. Each one should be rated separately but I would rate as low quality. I do not think it is a well-qualified education method. At least for now.

7. How the reactions of students were/would be for MOOC trial in your opinion?

Not possible to say.

8. What do you think about the efficiency and the effectivity of possible video lectures and online tasks during regular semester?

Source: (Author)

I do not think it would affect the efficiency and would be less effective than face-to-face lectures.

9. Would you be likely to apply moocs in the framework of your courses? (short-term, like next semester) Would you recommend moocs to be applied more in TalTech?

No.

10. How motivating mooc is for potential learners in your opinion?

Less motivating than face-to-face learning for sure.

11. What are the limiting and hindering factors of mooc in your opinion? Risk factors, pitfalls to avoid? (What have you done wrong in terms of utilizing moocs in your courses/your colleagues' courses)

Limited communication between lecturers and learners.

12. Do you think mooc is going to be more popular in future?

Yes. But I think it is not going to be in near future.

13. What should be different in your university for marketing courses in next five years?

Nothing different than following worldwide marketing literatures and conducting researches in order to deliver the most updated knowledge to students.

14. How this might influence universities in the long run? How much of current classroom time could be (in your view) replaced by MOOC content?

MOOC contents cannot provide effectivity as much as face-to-face classroom lectures. It is useful for homework and group assignments. Not for the lecture itself.

Source: (Author)

15. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (Such as finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

Literature review and reading newest articles. If there is a qualified new article then I share it with my students or sometimes I create an assignment in order to keep the knowledge always updated.

Source: (Author)

Appendix 14- Interview: RA

1. Have you ever heard about MOOC? Please Name as many MOOC platforms as possible.

Yes, I am aware about MOOC. I don't know any MOOC platforms by name.

2. When and how did you get to know about MOOC?

I think it was five years ago, but cannot recall exactly how. Probably from some training.

3. Have you ever had any experience with MOOC as a Lecturer?

No

4. Have you ever had any experience with MOOC as a Learner?

No.

5. How applicable MOOC is in your opinion?

For some particular purposes it is, but it provides only limited interest for me.

6. How you would rate the educational quality of MOOC? (Among which you have experienced)?

I cannot.

7. How the reactions of students were/would be for MOOC trial in your opinion?

I cannot say.

8. What do you think about the efficiency and the effectivity of possible video lectures and online tasks during regular semester?

It helps to deliver some of the knowledge to the masses. But I don't see any more advantages in comparison with other e-learning options.

Source: (Author)

9. Would you be likely to apply moocs in the framework of your courses? (short-term, like next semester) Would you recommend moocs to be applied more in TalTech?

No and no.

10. How motivating mooc is for potential learners in your opinion?

Less than other e-learning environments or in combination with face-to-face communication.

11. What are the limiting and hindering factors of mooc in your opinion? Risk factors, pitfalls to avoid? (What have you done wrong in terms of utilizing moocs in your courses/your colleagues' courses)

An effective communication needs as few intermediates as possible and communication, that enables to see direct response of partners.

12. Do you think mooc is going to be more popular in future?

It is actually a brilliant way to deliver your selling arguments to your customers in a sophisticated way. It provides a lot of opportunities for network marketing and other sales organizations that are seeking for customers with less cynicism.

13. What should be different in TalTech marketing courses in the next five years?

Students will learn that it is a great opportunity for them to visit lectures and meet their professors from face-to-face.

14. How this might influence universities in the long run? How much of current classroom time could be (in your view) replaced by mooc content?

Universities apply mooc already for their marketing purpose and it is their tool to attract new prospective students.

Source: (Author)

15. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

Priorities for useful lecturers are actually related to research. It is difficult to deliver anything new and useful without contributing into creation of knowledge. Literature is not growing on its own – it is somebody's research report. After that you are accredited to deliver some new knowledge. Reading others' papers without your own research makes you not the lecturer, but learner.

Source: (Author)

Appendix 15- Interview: NGS

1. About e-learning, what little you know, where you got it?

Pusula. (Our university's study interface).

2. In more general, what is your view on e-learning (e-learning support)?

It is a must and the significance of it cannot be denied.

3. What are your practices on the study interface of your university

Online assessments and faster way to collect homework assignments

4. What is your personal opinion about developing online platform of courses in your university?

Should be more simplified graphics and less complicated steps to assign other lecturers as responsible for that course.

5. How motivating e-learning is for students in your opinion.

It is hard to say. It is necessary for sure but cannot say it is motivating comparing to traditional learning. However, if a student can merge traditional learning with supportive e-learning effort then comes the most efficient learning outcome.

6. What should be different in your university's marketing courses in next five years?

It should include sectoral experience and toward more empirical knowledge.

Source: (Author)

7.   Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…

Finding new literature.

Source: (Author)

Appendix 16- Interview: ES

1. Have you ever heard about MOOC? Please Name as many MOOC platforms as possible**.**

Yes. Coursera, edX, Moodle, Stanford.

2. When and how did you get to know about MOOC?

A few years back probably through social media. I took a course myself in Coursera.

3. Have you ever had any experience with MOOC as a Lecturer?

No.

4. Have you ever had any experience with MOOC as a Learner?

Yes.

5. How applicable MOOC is in your opinion?

Very. Depends on the student though – some are very good at independent learning, some need outside motivation.

6. How you would rate the educational quality of MOOC? (Among which you have experienced)?

High.

7. How the reactions of students were/would be for MOOC trial in your opinion?

I would say different as always – most would probably like not having to come to class but in the end, they would probably not like the not so good outcome (no pain, no gain).

8. What do you think about the efficiency and the effectivity of possible video lectures and online tasks during regular semester?

Source: (Author)

Would help in time management. Convenient for both lecturer and students – less timely workload but I could see motivational issues arise.

9. Would you be likely to apply moocs in the framework of your courses? (short-term, like next semester) Would you recommend moocs to be applied more in TalTech?

To some extent, yes. Probably for trial should/could be integrated into regular course with some face-to-face classes remaining.

10. How motivating mooc is for potential learners in your opinion?

I would imagine students would probably mostly like it. Biggest threat being that some students don't get on board on time.

11. What are the limiting and hindering factors of mooc in your opinion? Risk factors, pitfalls to avoid? (What have you done wrong in terms of utilizing moocs in your courses/your colleagues' courses)

Things mentioned earlier.

12. Do you think mooc is going to be more popular in future?

For sure. Mostly among life-long learners that are highly motivated to get new knowledge on their own and plan their time on their own.

13. What should be different in TalTech marketing courses in next five years?

More interactivity and independent work, why not in the form of mooc.

14. How this might influence universities in the long run? How much of current classroom time could be (in your view) replaced by mooc content?

As face-to-face interaction, learning from others mistakes and being part of the same real-life environment is a big part of marketing, future connections, the feeling of a university then I don't think it's a good idea to replace all contact ours (actually in case of my courses this cannot be done even) but 75% probably could (almost all lectures).

Source: (Author)

15. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

More engagement into courses in any form – reading, doing practical exercises, looking and analyzing movies and videos etc.

Source: (Author)

Appendix 17- Interview: MG

1. About basically e-learning, what little you know, where you got it?

In a training.

2. In more general, what is your view on e-learning (e-learning support)?

My view is quite positive about e-learning. It is almost impossible to think an education system without digital support.

3. What are your practices and your idea of best practice for your university's software of learning management system?

My practices are based on my personal supportive digital sources for seminars and my idea about the best practice for e-learning is related with fully integrated education system with maximized complimentary e-learning materials.

4. What is your personal opinion about developing the platform of learning management system in your university?

Some simplification aspects would be good in order to organize study flows more efficiently for lecturers.

5. How motivating e-learning is for students in your opinion.

Quite much.

6. What should be different in the marketing courses of your university in the next five years?

I think those should include more detailed curriculum especially for e-marketing area. The courses should evolve more into digital marketing because most of the traditional marketing activities are going to be replaced with e-marketing methods in the future. Especially the social media marketing is going to be vital in my opinion. Thus, the marketing courses should be updated for those in near future.

Source: (Author)

7. Finally, what are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)

My priorities are updating my lectures regularly with new theories and case studies. In my development times, I focus on new books and articles in my field. Moreover, I research on new education techniques such as 'Flipped Learning'. Furthermore, I supervise numerous student projects and graduation theses.

Source: (Author)

Appendix 18- The selection of the interesting quotes

The interviews had been carried out successfully and it directly enabled to have some interesting quotes by the interviewees as well. As undergraduate level marketing lecturers, it was totally interesting to hear those in order to discover how every lecturer its own mentality about his/her own majority. Here those interesting quotes listed as;

"Usually one Moodle course is only one lecturer but sometimes you have to share the course load with another lecturer. Then you need to add another lecturer as well and he/she has to add more materials on the online page as well. He/she would not have to wait if I could have been able to do that. This could be time saving. This could be done in Moodle as an update for the lecturer profiles in order to make them able to simply add other lecturers." (Lecturer 001)

"I am for video lectures. It is pretty efficient especially when the number of students are more than 50 just like in my lectures." (Lecturer 002)

"Students should learn to learn more. The attitude towards learning the theoretical basics seems often to be "a pain…" to get over with. That does not help to internalize knowledge. This change should take place in cooperation with teaching staff, who, of-course, has to keep learning as well, in order to be inspiring." (Lecturer 003)

"Reading others' papers without your own research makes you not the lecturer, but learner." (Lecturer 005)

"If a student can merge traditional learning with supportive e-learning effort then comes the most efficient learning outcome." (Lecturer 006)

-What should be different in TalTech marketing courses in next five years?

"More interactivity and independent work, why not in the form of MOOC." (Lecturer 007)

Source: (Author)

Appendix 19- Comparative approach tables for the interviews

The comparative approach is implemented and the answers visualized to have more effective view towards the differences and the similarities among the answers received. It is conducted for both versions of the interviews which coherently stated the attitudes towards massive learning platforms that provide marketing e-courses all around the world and also general e-learning features for marketing courses.

The tables are prepared in accordance to the answers of each interviewee lecturer for the question asked in the beginning of every table. The answers are sorted vertically and each answer is provided together with the owner lecturer which you can see the left side of the answers on every table as you can see below and in the following pages as well.

Have you ever heard about MOOC? Please name as many MOOC platforms as possible.	
Lecturer 005	Yes, I am aware about MOOC. I don't know any MOOC platforms by name.
Lecturer 002	Yes, I have heard. EdX is the only one I am familiar with. There is also an internal MOOC platform exist in our university. It is called Blackboard and created for uploading the lecture videos and slides.
Lecturer 007	Yes. Coursera, edX, Moodle, Stanford.
Lecturer 004	Yes, I have. But I don't remember now.

Source: (Author)

When and how did you get to know about MOOC?	
Lecturer 005	I think it was five years ago, but cannot recall exactly how. Probably from some training.
Lecturer 002	I do not remember when exactly but I assume around four years ago in a social media marketing training.EdX was mentioned there as it includes supportive materials available. That is how I got familiar with MOOC platforms.
Lecturer 007	A few years back probably through social media. I took a course myself in Coursera.
Lecturer 004	Around four years ago. I do not remember how exactly.

(Source: Author)

Have you ever had any experience with MOOC as a Lecturer?	
Lecturer 005	No
Lecturer 002	No
Lecturer 007	No
Lecturer 004	No

Source: (Author)

Have you ever had any experience with MOOC as a Learner?	
Lecturer 005	No
Lecturer 002	Yes
Lecturer 007	Yes
Lecturer 004	No

(Source: Author)

How applicable MOOC is in your opinion?	
Lecturer 005	For some particular purposes it is, but it provides only limited interest for me.
Lecturer 002	It is quite applicable in case of supportive learning materials for a primary learning process. As long as information technology develops, it improves its quality and applicability.
Lecturer 007	Very. Depends on the student though – some are very good at independent learning, some need outside motivation.
Lecturer 004	There are some certain points which could be advantageous for. However not fully applicable in my opinion.

Source: (Author)

How you would rate the educational quality of MOOC? (among which you have experienced)	
Lecturer 005	I cannot.
Lecturer 002	What I have experienced was pretty qualified and useful. That is why it was officially recommended by the training authorities. However, I do not think that would be fair to rate all MOOC platforms up to my experience. Obviously, there must be many bad ones exist.
Lecturer 007	High.
Lecturer 004	MOOC does not refer only one platform. There are many different types. Each one should be rated separately but I would rate as low quality. I do not think it is a qualified education method. At least for now.

(Source: Author)

How the reactions of students were/would be for MOOC trial in your opinion?	
Lecturer 005	I cannot say.
Lecturer 002	I don't know. It's hard to say.
Lecturer 007	I would say different as always – most would probably like not having to come to class but in the end, they would probably not like the not so good outcome (no pain, no gain).
Lecturer 004	At first they would like but eventually they would not like it in my opinion.

Source: (Author)

What do you think about the efficiency and the effectivity of possible video lectures and online tasks during regular semester?	
Lecturer 005	It helps to deliver some of the knowledge to the masses. But I don't see any more advantages in comparison with other e-learning options.
Lecturer 002	I am for video lectures. It is pretty efficient especially when the number of students are more than 50 just like in my lectures.
Lecturer 007	Would help in time management. Convenient for both lecturer and students – less timely workload but I could see motivational issues arise
Lecturer 004	I do not think it would increase the efficiency and I think it would be less effective than face-to-face lectures.

(Source: Author)

Would you be likely to apply MOOCs in the framework of your courses? (short-term, like next semester) Would you recommend moocs to be applied more in your university?	
Lecturer 005	No and no.
Lecturer 002	Yes, would be useful especially for additional learning materials.
Lecturer 007	To some extent, yes. Probably for trial should/could be integrated into regular course with some face-to-face classes remaining.
Lecturer 004	No

Source: (Author)

How motivating moocs are for potential learners in your opinion?	
Lecturer 005	Less than the combination with face-to-face communication.
Lecturer 002	It is motivating for students to have time management on their own. But I believe that MOOC platforms are not totally qualified yet. There are more developments needed.
Lecturer 007	I would imagine students would probably mostly like it. Biggest threat being that some students don't get on board on time.
Lecturer 004	Less motivating than face-to-face learning for sure.

(Source: Author)

What are the limiting and hindering factors of MOOC in your opinion? Risk factors, pitfalls to avoid? (What have you done wrong in terms of utilizing moocs in your courses/your colleagues' courses)?	
Lecturer 005	An effective communication needs as few intermediates as possible and communication, that enables to see direct response of partners.
Lecturer 002	Possible irregular attendance of learners and less interactivity.
Lecturer 007	Things mentioned earlier.
Lecturer 004	Limited communication between lecturers and learners.

Source: (Author)

Do you think MOOC is going to be more popular in future?	
Lecturer 005	It is actually a brilliant way to deliver your selling arguments to your customers in a sophisticated way. It provides a lot of opportunities for network marketing and other sales organizations that are seeking for customers with less cynicism.
Lecturer 002	Yes, for sure.
Lecturer 007	For sure. Mostly among life-long learners that are highly motivated to get new knowledge on their own and plan their time on their own.
Lecturer 004	Yes. But I think it is not going to be in near future.

(Source: Author)

What should be different in your university for marketing courses in next five years?	
Lecturer 005	Students will learn that it is a great opportunity for them to visit lectures and meet their professors from face-to-face.
Lecturer 002	I think there should be decreased classroom times and increased online assignments and self-efforts.
Lecturer 007	More interactivity and independent work, why not in the form of MOOC.
Lecturer 004	Nothing different than following worldwide marketing literatures and conducting researches in order to deliver the most updated knowledge to students.

Source: (Author)

How this might influence universities in the long run? How much of current classroom time could be (in your view) replaced by MOOC content?	
Lecturer 005	Universities apply MOOC already for their marketing purpose and it is their tool to attract new prospective students.
Lecturer 002	As I mentioned before, I predict classroom times could be replaced with MOOC content at least by half.
Lecturer 007	As face-to-face interaction, learning from others mistakes and being part of the same real-life environment is a big part of marketing, future connections, the feeling of a university then I don't think it's a good idea to replace all contact ours (actually in case of my courses this cannot be done even) but 75% probably could (almost all lectures).
Lecturer 004	MOOC contents cannot provide effectivity as much as face-to-face classroom lectures. It is useful for homework and group assignments. Not for the lecture itself.

(Source: Author)

This table above can be observed as a direct indicator for the attitudes and the future oriented opinions of the marketing lecturers towards massive online platforms which provide marketing e-courses all around the world. Therefore, it is possible to say that has a significant role to observe the attitudes in accordance to their answers.

Source: (Author)

About basically e-learning, what little you know, where you got it?	
Lecturer 001	From Moodle in 2005.
Lecturer 006	Pusula (our university's study interface).
Lecturer 003	N/A.
Lecturer 008	In a training.

(Source: Author)

What are your practices on the study interface of your university? (Your idea of best practice over there)	
Lecturer 001	Organizing teaching periods, making important announcements in a second and developed lecturer-student relationships.
Lecturer 006	Online assessments and faster way to collect homework assignments.
Lecturer 003	I only use it to put up home reading and tasks and information about the course and to reach students. Still, great.
Lecturer 008	My practices are based on my personal supportive digital sources for seminars and my idea about the best practice for e-learning is related with fully integrated education system with maximized complimentary e-learning materials.

Source: (Author)

What is your personal opinion about developing those study interfaces in your university?	
Lecturer 001	I have never felt that I needed something which is not exist in Moodle. Maybe more authority for the lecturers in order to make it time saving for administrative issues e.g. adding another lecturers for a particular subject.
Lecturer 006	Could be more simplified graphics and less complicated steps to assign other lecturers as responsible for that course.
Lecturer 003	E-learning add-ons like group-work assisting, real-time public A&Qs, chatrooms etc.
Lecturer 008	Some simplification aspects could be good in order to organize study flows more efficiently for lecturers.

(Source: Author)

How motivating e-learning is for students in your opinion?	
Lecturer 001	For sure it is motivating. There is no doubt for that. On the other hand, I do not think that it is completely motivating.
Lecturer 006	It is necessary for sure but cannot say it is motivating comparing to traditional learning.
Lecturer 003	It sure is. Only I fear that many students hope to invest less time into learning thanks to e-learning options.
Lecturer 008	Quite much.

Source: (Author)

What should be different in the marketing courses of your university in the next five years?	
Lecturer 001	I believe that we have more courses on online marketing in TalTech. I believe in five years that we should have totally special course about social media marketing. The importance of online marketing is going to be vital.
Lecturer 006	It should include sectoral experience and toward more empirical knowledge.
Lecturer 003	More teaching of meta-level thinking abilities combined with workshops from people with real market experiences. And, sorry for saying that, more working through theory! NB! By "working through" I mean that students should be taught to work with theory themselves.
Lecturer 008	I think those should include more detailed curriculum especially for e-marketing area.

(Source: Author)

Another significant table above indicates the attitudes of the interviewed marketing lecturers towards how to develop and upgrade the current marketing curriculum in their universities next five years.

It is also important to see how different the priorities of the marketing lecturers are. It shows also the differences between the future development priorities of the marketing lecturers in their universities.

Source: (Author)

	What are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (such as finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)?
Lecturer 005	Priorities for useful lecturers are actually related to research. It is difficult to deliver anything new and useful without contributing into creation of knowledge. Literature is not growing on its own – it is somebody's research report. After that you are accredited to deliver some new knowledge. Reading others' papers without your own research makes you not the lecturer, but learner.
Lecturer 002	My development times are based on my researches. I do my researches mostly for the topics of place marketing, marketing for SMEs, social media and local brands. Contribution comes along with research and reading new literature. We as lecturers are accredited to develop our knowledge in sustainable way and bring new knowledge to our students.
Lecturer 007	More engagement into courses in any form – reading, doing practical exercises, looking and analyzing movies and videos etc.
Lecturer 004	Literature review and reading newest articles. If there is a qualified new article then I share it with my students or sometimes I create an assignment in order to keep the knowledge always updated.

Source: (Author)

What are your personal priorities as a lecturer in order to teach more effectively? What are you developing during your development times? (E.g. finding new literature, developing new case studies, developing industry cooperation, supervising student projects…)	
Lecturer 001	Looking at different marketing teaching trends all the time and I believe it my sense of humor has a direct effect over teaching skills in order to make students focus and understand better. Currently we consider how to work out more training programs for business companies in the marketing field.
Lecturer 006	Finding new literature.
Lecturer 003	Revising theory to find something new and inspiring, revising my concept, developing/finding new games and meta-plans, exchange with experts on my field (intercultural communication) via personal contacts and conferences, doing research in my field.
Lecturer 008	Updating my lectures regularly with new theories and case studies. In my development times, I focus on new books and articles in my field. Moreover, I research on new education techniques such as 'Flipped Learning'. Furthermore, I supervise numerous student projects and graduation theses.

Source: (Author)