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| ***ÇAĞ ÜNİVERSİTESİ***  ***İKTİSADİ ve İDARİ BİLİMLER FAKÜLTESİ*** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Kod** | | | | **Dersin Adı** | | | | | | | | | | | | | **Kredisi** | | | | | **AKTS** | | |
| **MAN 439** | | | | Pazarlama & Sürdürlebilirlik | | | | | | | | | | | | | 3 (3-0-3) | | | | | 6 | | |
| **Önkoşul Dersler** | | | | | | | | Yok | | | | | | | | | | | | | | | | |
| **Dersin Dili** | | | | | | | | İngilizce | | | **Ders İşleme Tarzı** | | | | | | | | Online (Zoom) / Sanal Dünya | | | | | |
| **Dersin Türü /Düzeyi** | | | | | | | | Seçmeli / 4.Yıl / Güz Dönemi | | | | | | | | | | | | | | | | |
| **Öğretim Elemanı** | | | | | **Adı/Soyadı** | | | | | | | **Ders Saati** | | | | | | **Görüşme Saati** | | | | **İletişim** | | |
| **Dersin Yürütücüsü**  **Dersin Asistanı** | | | | | Doç. Dr. Murat Gülmez  Arş. Gör. Gizem Koçak | | | | | | | | Pazartesi  13.25-15.45 | | | | | Salı  13.45-16.00 | | | | [**mgulmez@cag.edu.tr**](mailto:mgulmez@cag.edu.tr)  [**gizemari@cag.edu.tr**](mailto:gizemari@cag.edu.tr) | | |
| **Dersin Amacı** | | | | | Bu dersin amacı, sürdürülebilirlik konusunda kapsamlı bir farkındalık yaratmak ve sürdürülebilirlik uygulamalarının geniş bir anlayışını sağlamaktır. Öğrenciler, deneyimsel öğrenme araçlarını kullanarak işletmelerin ve diğer organizasyonların daha sürdürülebilir bir dünya için yaptıkları çabaları öğrenirler. | | | | | | | | | | | | | | | | | | | |
| **Dersin Öğrenme Çıktıları** | |  | Dersi başarıyla tamamlayan öğrenciler: | | | | | | | | | | | | | | | | | | **İlişki** | | | |
| **Prog. Çıktıları** | | | **Net Etki** |
| 1 | Sürdürülebilirliği tanımlayabilir. | | | | | | | | | | | | | | | | | | **3** | | | **4** |
| 2 | Sürdürülebilirliğin pazarlama için neden önemli bir kavram olduğunu açıklayabilir. | | | | | | | | | | | | | | | | | | **3** | | | **4** |
| 3 | İşletmelerin ve diğer organizasyonların sürdürülebilir bir dünyaya nasıl katkıda bulunabileceklerini tanıyabilir. | | | | | | | | | | | | | | | | | | **3** | | | **4** |
| 4 | Uluslararası sanal ekip çalışması deneyimleyebilir. | | | | | | | | | | | | | | | | | | **1,6,9** | | | **5** |
| **Ders Tanımı**: Ders, dört ana konuya odaklanır: (i) sürdürülebilirlik anlamı ve kavramın tanımları, (ii) sürdürülebilirlik ve pazarlama arasındaki ilişki, (iii) organizasyonların sürdürülebilirlik uygulamalarını anlamak ve deneyimlemek için 3D dijital platform kullanımı, (iv) uluslararası projede sanal ekip olarak çalışma. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Haftalık Ders Planı** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Hafta** | **İçerik** | | | | | | | | | | | | | | **Hazırlık** | | | | | **Öğretim Metodları** | | | | |
| **1** | Giriş ve Tanışma | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | Zoom | | | | |
| **2** | Sürdürülebilir Kalkınma Hedefleri | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | Zoom | | | | |
| **3** | İklim Krizi, Küresel Isınma ve Birleşmiş Milletler | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | Zoom | | | | |
| **4** | Sürdürülebilirlik ve Pazarlama Teorileri I | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | Zoom | | | | |
| **5** | Sürdürülebilirlik ve Pazarlama Teorileri II | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | Zoom | | | | |
| **6** | Proje Konusunun Tanıtımı ve Öğrenci Gruplarının Oluşturulması | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | In World | | | | |
| **7** | Temel Terimler ve Tartışmalar VR- Sanal Dünyalar ile ilgili güncel konular - Sanal Dünya (Second Life) Sanal Kampüse ve VR Laboratuvarına Giriş | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | VR Lab | | | | |
| **8** | Terimler ve Tartışma Sanal Kampüs- VR Lab. | | | | | | | | | | | | | | Öğretim Görevlisi | | | | | In World, In VR Lab | | | | |
| **9** | Terimler ve Tartışma Sanal Kampüs- VR Lab. | | | | | | | | | | | | | | Öğretim Görevlisi ve Öğrenciler | | | | | In World, In VR Lab | | | | |
| **10** | Terimler ve Tartışma Sanal Kampüs- VR Lab. | | | | | | | | | | | | | | Öğretim Görevlisi ve Öğrenciler | | | | | In World, In VR Lab | | | | |
| **11** | Terimler ve Tartışma Sanal Kampüs- VR Lab. | | | | | | | | | | | | | | Öğretim Görevlisi ve Öğrenciler | | | | | In World, In VR Lab | | | | |
| **12** | Takım Çalışması | BETA TEA ROJESİ | | | | | | | | | | | | | | Öğretim Görevlisi ve Öğrenciler | | | | | In World, In VR Lab | | | | |
| **13** | Takım Çalışması | BETA TEA ROJESİ | | | | | | | | | | | | | | Öğretim Görevlisi ve Öğrenciler | | | | | In World, In VR Lab | | | | |
| **14** | Takım Çalışması | BETA TEA ROJESİ | | | | | | | | | | | | | | Öğretim Görevlisi ve Öğrenciler | | | | | In World, In VR Lab | | | | |
| **15** | Proje Sunumları ve Raporları Ön Değerlendirme | | | | | | | | | | | | | | Öğretim Görevlisi ve Öğrenciler | | | | | In World, In VR Lab | | | | |
| **16** | Proje Sunumları ve Raporlarının incelenmesi | | | | | | | | | | | | | | Öğretim Görevlisi, Öğrenciler ve Şirket | | | | | In World, In VR Lab | | | | |
| **KAYNAKLAR** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Kitap** | | | | | | **Sustainability Marketing: A Global Perspective, 2nd Edition,** [Frank-Martin Belz](https://www.wiley.com/en-hu/search?pq=%7Crelevance%7Cauthor%3AFrank-Martin+Belz), [Ken Peattie](https://www.wiley.com/en-hu/search?pq=%7Crelevance%7Cauthor%3AKen+Peattie), ISBN: 978-1-119-96619-7 | | | | | | | | | | | | | | | | | | |
| **Ders Notları** | | | | | | Instructor’s notes on Online Education portal  Course Website : https://www.virtualworldscaguniversity.com/ | | | | | | | | | | | | | | | | | | |
| **İlişkili Yayınlar** | | | | | | <https://www.seagoinggreen.org/blog>  <https://www.reutersevents.com/sustainability/how-marketing-and-sustainability-can-drive-customer-behaviour-change-5-top-tips>  <https://www.pinterest.pt/belembarbosa/sustainability-marketing/>  <https://www.thehouseofmarketing.be/blog/sustainability-an-important-marketing-responsibility> | | | | | | | | | | | | | | | | | | |
| **Önerilen Okuma Listesi** | | | | | | Okuma listesini bu belgenin sonunda bulabilirsiniz. | | | | | | | | | | | | | | | | | | |
| **ÖLÇME ve DEĞERLENDİRME** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Etkinlikler** | | | | | | | **Sayı** | | | **Katkı** | | | | **Notlar** | | | | | | | | | | |
| **Haftalık Ödevler** | | | | | | | **4** | | | **40%** | | | | **(Her ödev için 10 puan belirlenmiştir.)** | | | | | | | | | | |
| **Ginal Grup Projesi** | | | | | | | **1** | | | **60%** | | | |  | | | | | | | | | | |
| **AKTS TABLOSU** | | | | | | | | | | | | | | | | | | | | | | | | |
| **İçerik** | | | | | | | | | | | | | | | | | | | | | | | | | **Number** | **Hours** | **Total** |
| **Ders Süresi** | | | | | | | | | **14** | | | | | | | **3** | | | | | | | **42** | |
| **Sınıf Dışı Ders Çalışma** | | | | | | | | | **14** | | | | | | | **3** | | | | | | | **42** | |
| **Ödevler** | | | | | | | | | **4** | | | | | | | **7** | | | | | | | **28** | |
| **Final Projesi** | | | | | | | | | **1** | | | | | | | **50** | | | | | | | **50** | |
| **Toplam**  **Total / 30**  **AKTS Kredisi** | | | | | | | | | | | | | | | | | | | | | | | **184** | |
| **=184/30=6.13** | |
| **6** | |
| **GEÇMİŞ DÖNEM PERFORMANSLARI** | | | | | | | | | | | | | | | | | | | | | | | | |
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**Reading List**

|  |  |
| --- | --- |
| Reading Paper | Description |
| Jones, P., Clarke‐Hill, C., Comfort, D., & Hillier, D. (2008). Marketing and Sustainability. *Marketing Intelligence & Planning, 26*(2), 123-130. | Article can be found by searching on ‘Google Scholar’. |
| Baldassarre, F., & Campo, R. (2016). Sustainability as a Marketing Tool: To be or to Appear to be?. *Business Horizons*, *59*(4), 421-429.  Borin, N., & Metcalf, L. (2010). Integrating Sustainability into the Marketing Curriculum: Learning Activities that Facilitate Sustainable Marketing Practices. *Journal of Marketing Education*, *32*(2), 140-154.  Kemper, J. A., Hall, C. M., & Ballantine, P. W. (2019). Marketing and Sustainability: Business as Usual or Changing Worldviews?. *Sustainability, 11*(3), 1-17. | Article can be found by searching on ‘Google Scholar’. |
| [The **triple bottom line**: What is it and how does it work](http://web.mit.edu/afs.new/athena/course/2/2.813/www/readings/TripleBottomLine.pdf), TF Slaper, TJ Hall - Indiana business review, 2011 | http://web.mit.edu/afs.new/athena/course/2/2.813/www/readings/TripleBottomLine.pdf |
| Kumar, V., Rahman, Z., Kazmi, A. A., & Goyal, P. (2012). Evolution of Sustainability as Marketing Strategy: Beginning of New Era. *Procedia-Social and Behavioral Sciences*, *37*, 482-489. | Article can be found by searching on ‘Google Scholar’. |
| Nedumaran, G., & Manimegalai, K. (2018). Green Marketing and Sustainable Development–Challenges and Opportunities. *International Journal of Advanced Scientific Research & Development (IJASRD)*, *5*(3), 194-198 | Article can be found by searching on ‘Google Scholar’. |
| Defining Virtual Worlds and Virtual Environments By Ralph Schroeder, Oxford Internet Institute, University of Oxford. Journal of virtual world research , Vol. 1. No. 1 ISSN: 1941-8477 “Virtual Worlds Research: Past, Present & Future” July 2008 | https://jvwr-ojs-utexas-stage.tdl.org/jvwr/index.php/jvwr/article/view/294 |
| Second Life Guide  Girvan, C. (2018). What is a Virtual World? Definition and Classification. *Educational Technology Research and Development*, *66*(5), 1087-1100. | Guide will be sent by instructors.  Article can be found by searching on ‘Google Scholar’. |
| Saxena, R., & Khandelwal, P. K. Can Green Marketing be Used as a Tool for Sustainable Growth?: A Study Performed on Consumers in India-An Emerging Economy. *The International Journal of Environmental, Cultural, Economic & Social Sustainability, 6*(2), 275-291. | Article can be found by searching on ‘Google Scholar’. |
| Melović, B., Cirović, D., Backovic-Vulić, T., Dudić, B., & Gubinova, K. (2020). Attracting Green Consumers as a Basis for Creating Sustainable Marketing Strategy on the Organic Market—Relevance for Sustainable Agriculture Business Development. *Foods*, *9*(11), 1552. | Article can be found by searching on ‘Google Scholar’. |

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| **ÇAĞ UNIVERSITY**  **2024-2025 Academic Year Fall Semester**  **MAN 439 – Marketing and Sustainability Course**  **TERM PROJECT** |

Assignment Title: **Next-Gen in Sustainable Action**

Assignment Schedule: **January, 2025**

This assignment aims to develop students' skills in creating innovative marketing content while promoting sustainability, and it will be carried out through two sub-projects. Each project will be carried out with different students assigned to that project and the company will evaluate the final sub-projects\*



**Project 1: Immersive 3D Experience Creation for the Company**

The first step is to gather comprehensive information on the selected company, its sustainability practices, and how to best present these in a 3D VR video format. Students will also plan the structure of the video and organize interviews, locations, and necessary filming equipment.

**Key Activities:**

1. **Company Research:**
   * **History:** Research the company's background, key milestones, and how it developed into a sustainability-driven organization.
   * **Sustainability Practices:** Gather detailed information on the company’s eco-friendly production methods, products, and any certifications or awards it has received for its environmental efforts.
   * **Social Responsibility:** Document the company's social responsibility programs and community outreach activities related to sustainability.
2. **Video Concept Development:**
   * **Script Writing:** Create a draft script outlining the key sections of the video: the company's history, sustainable practices, and future goals.
   * **Storyboard:** Develop a storyboard to visualize the flow of the video, including showroom scenes, interviews, and product shots.
   * **Interview Planning:** Identify key personnel (executives, sustainability officers) to interview and draft questions that will elicit information on the company’s sustainability initiatives.
3. **Location and Equipment Planning:**
   * **Showroom Selection:** Choose the most visually appealing and relevant showrooms or production sites for filming.
   * **Equipment:** Plan the technical aspects of shooting the 360-degree video, including camera setup, VR compatibility, and sound recording for interviews.
   * **Permissions and Logistics:** Secure permissions for filming in the company’s locations and coordinate schedules with interviewees.
4. **Sustainability Context:**
   * Research global trends in sustainability and why it is important for businesses today.
   * Integrate this broader perspective into the script to highlight the relevance of sustainability beyond the company.

**Project 2:** **Building a Next-Gen Enterprise of the Company in the Metaverse**

The second step of the project focuses on creating a virtual representation of the selected company within the "Second Life" metaverse. Students will design a digital depiction of the company's facilities, products, and sustainability initiatives. This virtual space will serve as an immersive platform where avatars can interact with the company’s sustainable practices and engage in a promotional presentation.

**Key Activities:**

1. **Virtual Representation Creation:**
   * **Designing the Virtual Environment:** Build a digital representation of the company's key locations (e.g., showrooms, production facilities) within Second Life. This representation should accurately reflect the company’s physical spaces, emphasizing its commitment to sustainability.
   * **Incorporating Sustainable Elements:** Highlight eco-friendly features in the virtual design, such as renewable energy sources, recycling systems, and green product displays.
   * **Product Representation:** Display the company’s sustainable products within the virtual environment, allowing avatars to interact with and learn about the materials and processes involved.
2. **Avatar-Based Presentation:**
   * **Presentation Planning:** Prepare a guided tour for avatars, showcasing the virtual representation and explaining key aspects of the company's sustainability practices.
   * **Script for Avatar Presentation:** Write a script for the avatar-led presentation that explains the company’s history, sustainable initiatives, and future goals.
   * **Interactive Engagement:** Incorporate interactive elements, such as quizzes, polls, or live Q&A sessions with avatars, to engage participants during the virtual presentation.
3. **Technical Setup:**
   * **Avatar Customization:** Create custom avatars to represent the company’s brand and sustainability message during the presentation.
   * **Platform Familiarization:** Ensure all team members are familiar with the Second Life platform, including navigation, building tools, and interaction with other avatars.
4. **Final Presentation:**
   * **Virtual Tour:** Conduct a live virtual tour for stakeholders, showcasing the virtual representation of the company in Second Life. The tour will be narrated by avatars and will include interactive features that emphasize the company’s sustainability focus.
   * **Recording and Submission:** Record the virtual tour as part of the final project deliverables. The recorded video will be used for submission and further evaluation.

**Project Evaluation Criteria:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Authenticity/ Accuracy of Content | Not accurate or authentic (noticeable errors) | Some accuracy or authenticity apparent. | Most of the build is accurate and authentic | Very accurate and authentic with clear purpose |
| Balanced Sides-without Bias | Bias is apparent | Content is somewhat biased/unbalanc ed | Content shows little bias | No bias and content is balanced |
| Accessible/ Aesthetic Appeal | Accessibility problems apparent | Some accessibility issues | Accessibility has been addressed | Very Accessible and visually appealing |
| Interaction and/or Immersion | No interaction | Some interaction and/or immersion | Apparent interactive content | Very interactive |
| Presentation | No explanation of purpose or content | Purpose inferred | Purpose is clear | Well paced/ Speakeasy and Voice |

* **Authenticity and Accuracy** should be apparent in your content, build and presentation. Where did your information come from (citations or resources listed). Examples include: accurate historical content of a particular era, authentic clothing and objects from the time, or accurate scientific language and concepts demonstrated with sources documented.
* **Balanced without Bias** means you have shown both sides of any concept or argument, if applicable. Examples would be showing both sides of a political issue such as fracking or climate change.
* **Accessibility and Aesthetic** appeal show that you have considered people with hearing loss or low vision in your build or presentation. A well designed build considers the colors and textures. Examples: Eye Pleasing tones and no spinning neon signs!

Points to cover are examples from:

1. Are there clear instructions for what to see or where to go?
2. Is interactivity clear to the viewer?
3. Are objects clearly labeled?
4. Is it easy to move around (no difficult stairways)?
5. Is signage easy to read (with rotating particles)?

*(\*Note this checklist is meant to provide awareness of potential for embedding accessibility and not expected to be fully adopted by student builds*.)

* **Interaction and/or Immersion** means your audience can do something, click and interact with objects rather than just view slides.
* **Presentation** includes how you explain your content to your audience. The presentation should show the subject

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| **MAN 439– Marketing & Sustainability Rubric** | | | | |
| Assignment | Final Project | | | |
| Student Name: |  | | | |
| Student ID: |  | | | |
|  |  | | | |
| **Evaluation of the Project** | | | | |
| Criterion | Performance Evaluating | | | Point |
| Not Enough | Enough | Successful |  |
|  |  |  |
| 1. Project & Teamwork | 0 to 13 points | 14 to 27 points | 28 to 40 points |  |
| The project failed. It did not reach the goal.  Teamwork could not be done; activities were missing. | The project is completed; but there are shortcomings.  Teamwork was not sufficient; activities could not be carried out fully. | The project has been successfully completed.  Teamwork is successful; The activities are completed. |
|  | Comments: | | | |
| Presentation (Oral Communication Skills) | 0-5 | 6-10 | 11-15 |  |
| Oral presentations cannot be understood because there is no logical sequencing of information; presenter uses superfluous graphics or no graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact, presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions | Information is presented in a sequence that the audience can follow ; graphics support and are related to the content of the project;presenter maintains eye contact with the audience with a few minor exceptions;presenter reads from notes on a few occasions; presenter is comfortable for the most part and adequately answers questions | Information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented ; presenter maintains eye contact with audience, seldom returning to notes; presenter is professional, confident, comfortable, and answers questions effectively |
|  | Comments: | | | |
| Evaluation of the report | | | | |
| 3. On Time Paper Submission | The report was delivered on time. | | |  |
|
|  | Comments: | | | |
| 4. Style and tone | 1-2 | 3-4 | 5-6 |  |
| Writing is unengaging and reader finds it difficult to maintain interest; tone is not consistently professional or suitable for an academic report | Writing is usually engaging and keeps the reader's attention; tone is generally proffesional and appropriate for an academic report | Writing is compelling and sustains interest throughout; tone is consistently professional and appropriate for an academic report |
|  | Comments: | | | |
| 5. Use of references | 1-2 | 3-4 | 5-6 |  |
| Most of the references are from sources that are not peer- reviewed or professional, and have uncertain reliability | Professionally legitimate references are generally used; clear and fair citations are presented in most cases; most of the information/content/ evidence comes from sources that are reliable | Presents compelling evidence from professionally legitimate sources; attribution is clear and accurate; references are primarily peer- reviewed professional journals or other approved sources |
|  | Comments: | | | |
| 6. Formatting | 1-2 | 3-4 | 5-6 |  |
| Report exhibits frequent and significant errors in APA formatting | APA formatting is employed appropriately in the report with a few minor errors | APA format is used accurately and consistently throughout the report |
|  | Comments: | | | |
| 7. Analytical /critical Thinking Skills | 1--5 | 6--10 | 11--15 |  |
| The concept, or idea is not clearly articulated, or its component elements are notidentified or described; research information is poorly organized, categorized, and/or superficially examined; information is often inaccurate or incomplete. | Adequately identifies and describes the concept, or idea and its components; gathers and examines information relating to theconcept, or idea; satisfactorily presents and appraises information with only minor inconsistencies, irrelevancies, or omissions. | Effectively formulates a clear description of the concept or idea and specifies major elements to be examined; selects and prioritizes information appropriate to adressing the concept or idea; accurately and appropriately analyzes and interprets relevant information; precisely. |
|  | Comments: | | | |
| 8. Written Communication Skills | 1--3 | 4--7 | 8--10 |  |
| The written project exhibits multiple errors in grammar, sentence structureand/or spelling; inadequate writing skills | Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure | Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively |
|  | Comments: | | | |