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DEVELOPMENT OF A GAMIFIED ELECTRONIC LEARNING RESOURCE FOR CHILDREN: "MARKETING IN FOLK TALES AND FICTION"

Abstract:

The main idea is to check and analyze how gamification in education can affect our lives and how to use it based on our experience and the development of MP "Gamification". of the Faculty of Economics of the Sofia University "St. Cl. Ohridski" in cooperation with Technomegicland. Different methods (such as Yu Kai Chou's Octalysis), strategies and tools that are available will be explored. The aim is to review how the introduction of gamification into education will affect motivation and how it is already doing so. This will be done by providing facts, definitions, data, personal opinion and conclusions. The results of the research will cover students where attempts are made to gamify learning. Secondly, results will be achieved by using examples from folk tales and fiction in marketing, which will multiply the possibility of applying a gamified element.

Similar applications have not been made in Bulgaria, there is a lack of a model and methodology for defining training needs, suitable for gamification or integration with other didactic training formats. There is a lack of clearly defined indicators for evaluating the effectiveness of gamified training. In Bulgaria, there is no prototype of a gamified platform, nor an established forum on the subject of the gamification of education.

In this sense, the project has the potential for innovation and knowledge transfer to the field of education and teachers by attracting a wider range of stakeholders who can contribute to the creation, development, upgrading and testing of the gamified learning platform, as part from the education system at school and in extracurricular forms. Along with this, it is of interest to identify the main incentives and barriers to introducing gamification as a philosophy, approach and toolkit.

Keywords:

marketing, gamification, fairy tales

JEL Classification: M31

1 Introduction

Gamification describes the process of applying game principles and elements, particularly those related to user experience and engagement, to contexts outside of games. Gamification in education (or gamification in learning) is sometimes described using other terms such as game thinking, game-based principles for education, motivation design, engagement design, and so on. Gamification utilizes engagement in a game-like context to achieve specific goals - in the current project, marketing training through game-based methods and examples from folk tales and literary works. The expansion of these goals is possible, including promoting task accomplishment, motivation, fostering creative thinking, encouraging openness to innovation, and more. Every company desires its employees to reach their fullest potential, to be the most productive, engaged, and motivated, and to help their business grow and succeed. Engaging and motivating employees toward excellence in their area of expertise, long-term and in the most effective way, is one of the primary focuses of the project. The benefits of developing and implementing gamified solutions are proven to be numerous and diverse, including employee engagement, talent retention, sharing accumulated experience and knowledge, skill enhancement and development, strengthening and evolving organizational culture, team cohesion, and more.

1.1 Background

The use of gamification in education has gained significant attention in recent years. It offers a promising approach to enhance student engagement and motivation in learning processes. However, there is still a lack of comprehensive research and understanding regarding the implementation of gamified solutions in educational settings. This chapter introduces a project that aims to bridge this gap by exploring the possibilities and limitations of gamification as an approach and solution for marketing education in schools.

1.2 Significance of the Project

The presented project is interdisciplinary in nature, combining expertise from the academic field of the Faculty of Economics and Business Administration with practical knowledge from business organizations. This collaboration enables the project to address both scientific and applied aspects of gamification in education. Furthermore, the project has the potential for innovation and knowledge transfer, contributing to the development of gamified solutions for educational settings.

1.3 Objectives

The specific goal of the project is to investigate how gamification can be effectively integrated into marketing education in schools. By utilizing examples from folk tales and applying game techniques, the project aims to enhance student learning experiences and outcomes. This chapter provides an overview of the preliminary methodology and project components that will be further explored and summarized in subsequent reports.

The preliminary analysis shows that few organizations utilize gaming approaches to achieve specific educational and qualification goals, and even fewer are aware of the potential for effective learning through gamification. Therefore, it is necessary to study and summarize the existing best practices and identified deficiencies among organizations implementing gamification in the country. Considering that planning any training is preceded by a needs assessment, the proposed gamified platform will work on a model and methodology for defining training needs suitable for gamification or integration into other instructional formats, including the development of indicators to assess effectiveness. The prototype of the gamified learning platform for marketing students will be tested in a real educational environment. The project includes organizing a series of workshops and forums on the topic of gamifying education. These events aim to raise awareness and involve a broader range of stakeholders who can contribute to the creation, development, enhancement, and testing of the gamified learning platform as part of the education system.

The project will utilize approaches and methods from various scientific fields such as marketing, human resource management, education, information technology, and others. The use of analytical, expert, descriptive (survey-based research), and qualitative methods (interviews, embedded observation) is anticipated for collecting empirical data, processing, and analyzing the obtained results. As an end result, the development of a (conceptual project of a) prototype of a gamified learning platform for marketing is envisioned, which can be used to meet specific training needs in a more engaging, enjoyable, and effective manner.

2 Status of scientific research on the project topic in Bulgaria and worldwide and the relevance of the scientific issues.

The concept of gamification and its mechanics in non-game environments is gaining increasing popularity in the fields of marketing, education, serious games, teamwork, etc. The reasons for this are many and complex, with notable factors being the ease of perception, engagement, and participation, as well as its quick and easy application in various digital solutions (Bruke, 2011). The concept of using gamification for marketing purposes has mainly evolved over the past decade, progressing from initial attempts to define the concept (Williams, 2006; Groh, 2012) to identifying its constituent components and interactions (Zichermann & Cunningham, 2011), exploring marketing opportunities in the service sector (Huotari & Hamar, 2012), utilizing games in non-game contexts for organizational objectives (Deterding, Dixon, Khaled, & Nacke, 2011), promoting desired behaviors, skill development, and fostering innovation (Werbach & Hunter, 2012), engaging and attracting users (McGonigal, 2011), engaging and motivating employees (Alsawaier, R. S., 2018; Blohm, I., & Leimeister, J. M., 2013; Baxter, R. J., Holderness Jr., D. K., & Wood, D. A., 2017) in anti-corruption training, enhancing workplace efficiency through gamified training and education (Oprescu, Jones, Katsikitis, 2014; Kapp, K. M., 2012), and more.

Gamified solutions are entering an increasingly wide range of topics, with training and workplace efficiency being a growing focus (Alfaqiri, A. S., Mat Noor, S. F., & Sahari, N., 2022; Mahat, J., Alias, N., & Yusop, F. D., 2022).

In Bulgaria, research related to gamification in the workplace is limited and scarce. Among them are the studies conducted by Stefanova-Yaneva, S., Koleva, A. (2021) regarding the possibilities of digital training in a specific organization, while a significant portion of the publications are dedicated to gamification as part of the educational process (Varbanova, A., 2011; Vitanova, N., 2019; Chipriyanova, G., 2021; Galabova, D., 2022; Saev, S., 2021). As evident, most of these publications have emerged in the last two years, confirming the timeliness and novelty of the subject matter.

The topic of the project is extremely relevant for the following important reasons. Firstly, the research will encompass schools where experiments with gamification in education are being conducted. Secondly, educational institutions that have the potential for gamification but do not currently implement it in practice will also be included. In Bulgaria, no similar studies have been conducted, and there is a lack of data regarding the main types of training conducted using gamified solutions, the identified benefits and deficits, and the profile of pioneering organizations in this field. There is no clearly defined field of training suitable for gamification, and there is a lack of a model and methodology for defining the training needs suitable for gamification or integration into other instructional formats. Clear indicators for assessing the effectiveness of gamified workplace training are also absent. Bulgaria does not have a prototype of a gamified platform or an established forum on the topic of gamification in education. In this sense, the project has the potential for innovation and knowledge transfer to businesses by engaging a wider range of stakeholders who can contribute to the creation, development, enhancement, and testing of a gamified training platform as part of the organizational training system. Additionally, it is of interest to identify the main incentives and barriers for the implementation of gamification as a philosophy, approach, and toolset.

The specific objective of the project is to explore the possibilities and limitations of gamification as a training solution in Bulgarian conditions and to experimentally develop a concept for a prototype gamified training platform.

3 Methodology

The project will incorporate approaches and methods from various scientific fields such as marketing, education, information technology, and others. Analytical, expert, descriptive (survey-based research), and qualitative methods (interviews; embedded observation) are envisaged for collecting empirical data, processing, and analyzing the obtained results. A systematic and comprehensive approach will be employed during the research.

The main research methods include:

- Desk research of secondary information, comparative analysis, and systematic organization of results from international studies, as well as primary data related to the Bulgarian context.
- Systematic review of scientific publications and other secondary sources of information related to the evaluation of gamification as a learning solution.
- Survey research targeting selected respondent groups (research subjects) to gather primary empirical data.
- Semi-structured interviews with selected research subjects, representatives of various stakeholder groups, and potential users/adopters of gamified learning solutions.
- Quantitative and qualitative methods for data processing and analysis.
- The specific methods to be applied in the research include:
 - Systematic review of scientific publications and other secondary sources of information related to the evaluation of gamification as a learning solution.
 - Survey research targeting selected respondent groups (research subjects) to gather primary empirical data.
 - Semi-structured interviews with selected research subjects, representatives of various stakeholder groups, and potential users/adopters of gamified learning solutions.
 - Quantitative and qualitative methods for data processing and analysis.
 - Scientific synthesis - formulation of theoretically and practically significant generalizations, conclusions, and recommendations.

4 Project Components

4.1 Study of positive experience in online marketing education for students through folk tales and literary works.

Despite the ongoing scholarly debate regarding technology-oriented educational experiences, research on positive experiences in online learning is still in its early stages, and theoretical knowledge about the nature of these experiences is limited. Specifically, there is a lack of a suitable measurement tool for assessing the value of the experience prior to the start of the training on the instructional website. This study applies a methodology for evaluating positive experiences online.

To control for stimulus-unrelated factors that influence positive experiences in online learning while ensuring a high degree of personal relevance regarding the presented topic and destinations, the sample consisted of a homogeneous group, namely millennials (aged 15-19) residing in Bulgaria with an affinity for education. Restricting the sample to Bulgarian millennials is based on the fact that this target group has significant preferences for online activities (Ketter, 2021) and uses websites more frequently than average for inspiration or information prior to the start of their training (FUR, 2020).

Several aspects guided the selection of topics from the marketing course to be tested. The topics should provide highly dynamic information, which makes them potentially interesting to the target group. The combination of different categories of definitions, experiences, and case studies should demonstrate the applicability of the scale regardless of the specific topic's scope. However, based on the marketing perspective of experience, the most important selection criteria were the design of the experience and the quality of the website in this specific part. Previous studies have shown that the inclusion of images and videos, as well as high-quality content (e.g., sensory, or narrative descriptions), have a positive influence on the development of mental images and emotions prior to consumption (Björk, 2010; Gretzel & Fesenmaier, 2003; Jiménez-Barreto et al., 2020; Le et al., 2019; Lee & Gretzel, 2012).

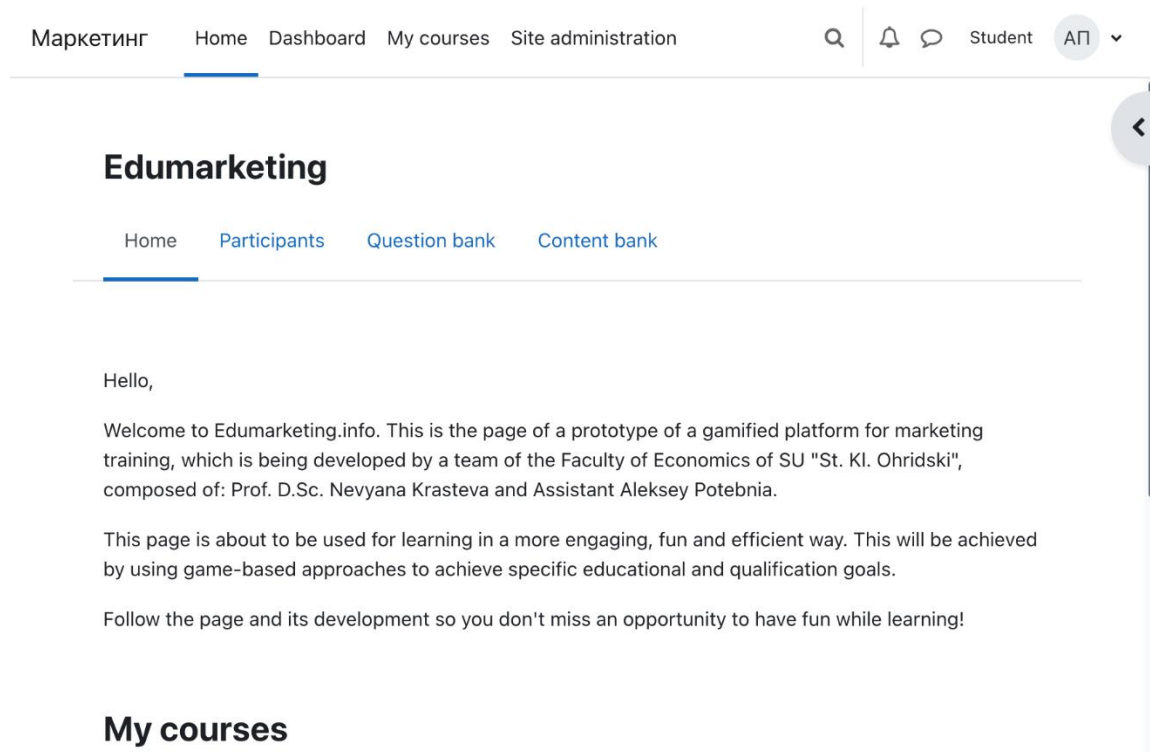
Guided by these principles, our goal was to select:

- One element from the course on the website without any empirical design elements (i.e., purely informative website) as the control group, and
- One element from the course on the website with only a few empirical design elements (e.g., small images, no moving visuals).

The remaining websites contained a higher degree of empirical design elements (i.e., sensory/emotional elements such as large images, videos, or sensory descriptions). Perceptions of website quality in terms of aesthetics or design, usefulness, ease of use, trust, and interactivity influence the learning experience (Jiménez-Barreto et al., 2019; Zhang et al., 2018). Aesthetics or design and interactivity are directly related to empirical design, while trust is highly subjective and challenging to control. Therefore, our aim was to select websites with solid parameters for usefulness (relevant content) and ease of use (user-friendly navigation). The preliminary selection of websites was based on these criteria and the experience gained in the two previous studies, it was evaluated in terms of the aforementioned aspects by the research team.

The screenshots of the website are shown in Figure 1.

Figures 1 Screenshots of the website www.edumarketing.info



Source: Edimarketing.info website first page printscreen

Based on empirical marketing perspective, we tested the following hypotheses:

- H1: Websites that incorporate experiential elements generate higher levels of positive experience in online marketing education compared to websites without experiential design.
- H2: This effect becomes stronger depending on the level of marketing implementation.

4.2 Expected results and effect of project implementation, potential for knowledge transfer and applicability of results.

The specific aim of the project is to explore the possibilities and limitations of gamification as a solution for marketing education of students. The results will have practical implications for the implementation of gamification as an educational solution. The research findings from the project will also be used to complement the curriculum of the Master's Program "Gamification in Business, Public, and Non-Governmental Sectors," including the establishment of a Transformation Laboratory within the program. The established partnership network between the Faculty of Economics and collaborating organizations/businesses will be practically utilized, as well as sharing the project results with the potential for knowledge transfer and the realization of the conceptual prototype for a gamified learning platform.

5 Conclusion

In conclusion, the presented project demonstrates the interdisciplinary nature of gamification in education, incorporating approaches and methods from various scientific fields such as marketing, education, and information technology. By adopting a systematic and comprehensive approach, the project aims to explore the possibilities and limitations of gamification as a learning solution in the context of marketing education.

The research methods employed in this project encompass both analytical and empirical approaches, utilizing desk research, systematic reviews, surveys, semi-structured interviews, and quantitative and qualitative methods for data processing and analysis. These methods have been carefully chosen to gather primary empirical data, explore stakeholder perspectives, and evaluate the effectiveness of gamified learning solutions.

The project recognizes the importance of synthesizing scientific publications and secondary sources of information to establish a solid theoretical foundation. Furthermore, the inclusion of primary data collection through surveys and interviews enables the project to capture real-world experiences and insights from various stakeholder groups.

By employing these diverse research methods, the project aims to provide a comprehensive evaluation of gamification as a learning solution. The systematic review of international studies, along with primary data collected in the Bulgarian context, will contribute to a well-rounded understanding of the topic.

The project's goal is to generate scientifically and practically significant generalizations, conclusions, and recommendations through scientific synthesis. By analyzing and interpreting the collected data, the project intends to provide valuable insights and guidance for the implementation of gamified learning solutions in marketing education.

Overall, this project's interdisciplinary nature, rigorous research methods, and commitment to knowledge synthesis position it as a valuable contribution to the field of gamification in education. By exploring the potential and limitations of gamification as an approach and solution for marketing education, this project strives to enhance learning experiences and outcomes, fostering innovation and knowledge transfer in educational settings.

The results of the project implementation are planned to be presented at the IISES conference in September 2023 in Prague.

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Appendix 1 Questionnaire

(Applied separately for each of the four topics of the "Marketing" course)

Online Experience	<p>1. Exposure stimulates my senses.</p> <p>Likert scale:</p> <p>Level 1: Does not stimulate my senses</p> <p>Level 2: Stimulates my senses a bit</p> <p>Level 3: Moderately stimulates my senses</p> <p>Level 4: Strongly stimulates my senses</p> <p>Level 5: Extremely stimulating to my senses</p> <p>2. I really felt the fabulous experience.</p> <p>Likert scale:</p> <p>Level 1: I didn't feel the fabulous experience</p> <p>Level 2: I felt a little bit of the fairy tale experience</p> <p>Level 3: Moderately experienced the fairy tale experience</p> <p>Level 4: I strongly felt the fairy tale experience</p> <p>Level 5: I felt the fabulous experience extremely</p> <p>3. The environment seemed very stimulating.</p> <p>Likert scale:</p> <p>Level 1: The environment appeared to be weakly stimulating</p> <p>Level 2: The environment seemed a little stimulating</p> <p>Level 3: The environment appeared moderately stimulating</p> <p>Level 4: The environment appeared highly stimulating</p> <p>Level 5: The environment appeared extremely stimulating</p> <p>4. I had positive feelings about the learning content.</p> <p>Likert scale:</p> <p>Level 1: I did not have positive feelings about the learning content</p> <p>Level 2: Few positive feelings about the learning content</p> <p>Level 3: Moderately positive feelings about the learning content</p> <p>Level 4: Strongly positive feelings about the learning content</p> <p>Level 5: Extremely positive feelings about the learning content</p> <p>5. I imagined how good I would feel during this training.</p> <p>Likert scale:</p> <p>Level 1: I had no idea how good I would feel</p> <p>Level 2: Little did I imagine how good I would feel</p>
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	<p>Level 3: I moderately imagined how good I would feel</p> <p>Level 4: I strongly imagined how good I would feel</p> <p>Level 5: I was extremely imagining how good it would feel</p> <p>6. The presentation touched me emotionally.</p> <p>Likert scale:</p> <p>Level 1: The presentation did not move me emotionally</p> <p>Level 2: It touched me a little emotionally</p> <p>Level 3: Moderately moved me emotionally</p> <p>Level 4: I was deeply moved emotionally</p> <p>Level 5: I was extremely moved emotionally</p> <p>7. My interest was piqued to learn even more about marketing.</p> <p>Likert scale:</p> <p>Level 1: My interest was not piqued</p> <p>Level2: Slightly piqued my interest</p> <p>Level3: Moderately piqued my interest</p> <p>Level4: Strongly piqued my interest</p> <p>Level5: Extremely piqued my interest</p> <p>8. I became very curious about marketing.</p> <p>Likert scale:</p> <p>Level1: I did not become curious about marketing</p> <p>Level2: Got a little curious about marketing</p> <p>Level3: I have become moderately curious about marketing</p> <p>Level4: I became very curious about marketing</p> <p>Level5: I became extremely curious about marketing</p> <p>9. I found the Marketing discipline very interesting.</p> <p>Likert scale:</p> <p>Level1: I did not find the Marketing discipline interesting</p> <p>Level2: I found the Marketing discipline a bit interesting</p> <p>Level3: I found the Marketing discipline moderately interesting</p> <p>Level4: I found the Marketing discipline very interesting</p> <p>Level5: I found the Marketing discipline extremely interesting</p> <p>10. What was presented looked great.</p> <p>Likert scale:</p> <p>Level1: What was presented didn't look great</p>
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	<p>Level2: The little featured looked great</p> <p>Level3: Moderately presented looked great</p> <p>Level4: Strongly presented looked great</p> <p>Level5: The extremely featured looked great</p> <p>11. I can visualize marketing very well spatially as a process (arrangement of marketing mix elements).</p> <p>Likert scale:</p> <p>Level1: I cannot imagine marketing spatially</p> <p>Level2: I can somewhat visualize marketing spatially</p> <p>Level3: I can moderately imagine marketing spatially</p> <p>Level4: I can strongly visualize marketing spatially</p> <p>Level5: I can exceptionally visualize marketing spatially</p> <p>12. The site is very emotionally made.</p> <p>Likert scale:</p> <p>Level1: The site is not very emotionally made</p> <p>Level2: The site is a little too emotional</p> <p>Level3: Moderately very emotionally made site</p> <p>Level4: The site is very emotional</p> <p>Level5: The site is extremely emotional</p> <p>13. I now have a much more concrete picture of the nature of marketing.</p> <p>Likert scale:</p> <p>Level1: I don't have a very clear picture of what marketing is all about</p> <p>Level2: I have a little more concrete picture of the nature of marketing</p> <p>Level3: Moderately I have a much more concrete picture of the essence of marketing</p> <p>Level4: I strongly have a much more specific picture of what marketing is all about</p> <p>Level5: Exceptionally, I have a much clearer picture of what marketing is all about</p> <p>14. I discovered where and what activities I can do.</p> <p>Likert scale:</p> <p>Level1: I have not found where and what activities I can do</p> <p>Level2: I have little discovered where and what activities I can do</p> <p>Level3: Moderately discovered where and what activities I can do</p> <p>Level4: I strongly discovered where and what activities I can do</p>
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	<p>Level5: I have extremely discovered where and what activities I can do</p> <p>15. I was able to engage very well in the assigned case studies.</p> <p>Likert scale:</p> <p>Level 1: I did not engage very well in the assigned case studies</p> <p>Level 2: I was somewhat able to engage very well in the assigned case studies</p> <p>Level 3: Moderately I was able to engage very well in the assigned case studies</p> <p>Level 4: Strong I was able to engage very well in the assigned case studies</p> <p>Level 5: I was exceptionally able to engage very well in the assigned case studies</p> <p>16. I would like to tell friends and acquaintances about my marketing studies through stories.</p> <p>Likert scale:</p> <p>Level 1: I would not want to tell friends and acquaintances about my marketing studies</p> <p>Level 2: I would somewhat like to tell friends and acquaintances about my marketing studies</p> <p>Level 3: I would moderately like to tell friends and acquaintances about my marketing studies</p> <p>Level 4: I would strongly like to tell friends and acquaintances about my marketing studies</p> <p>Level 5: I would very much like to tell friends and acquaintances about my marketing studies</p> <p>17. I would very much like to share my experiences in the course with family or friends afterwards.</p> <p>Likert scale:</p> <p>Level 1: I would not like to share my course experiences with family or friends</p> <p>Level 2: I would somewhat like to share my course experiences with family or friends</p> <p>Level 3: I would moderately like to share my course experiences with family or friends</p> <p>Level 4: I would strongly like to share my course experiences with family or friends</p> <p>Level 5: I would very much like to share my course experiences with family or friends</p>
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	<p>18. I think I can experience a lot in the course of this marketing training.</p> <p>Likert scale:</p> <p>Level 1: I don't think I can experience much in the course of this marketing training</p> <p>Level 2: I don't think I can experience much in the course of this marketing training</p> <p>Level 3: I moderately think that I can experience a lot in the course of this marketing training</p> <p>Level 4: I strongly believe that I can experience a lot in the course of this marketing training</p> <p>Level 5: I extremely think that I can experience a lot in the course of this marketing training</p> <p>19. I would like to explore the website with family or friends.</p> <p>Likert scale:</p> <p>Level 1: I would not want to browse the website with family or friends</p> <p>Level 2: I would somewhat like to explore the website with family or friends</p> <p>Level 3: Moderately I would like to explore the website with family or friends</p> <p>Level 4: I would strongly like to explore the website with family or friends</p> <p>Level 5: I would really like to explore the website with family or friends</p> <p>20. It really made me want to continue learning more about marketing.</p> <p>Likert scale:</p> <p>Level 1: It didn't make me want to continue learning more about marketing</p> <p>Level 2: A little made me want to continue learning more about marketing</p> <p>Level 3: Moderately made me want to continue learning more about marketing</p> <p>Level 4: Strongly made me want to continue learning more about marketing</p> <p>Level 5: Extremely made me want to continue learning more about marketing</p> <p>21. I would like to start my complete marketing training immediately.</p> <p>Likert scale:</p> <p>Level 1: I would not like to start my full marketing studies right away</p> <p>Level 2: I would like to start my full marketing training right away</p>
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	<p>Level 3: Moderate I would like to start my full marketing studies immediately</p> <p>Level 4: I would strongly like to start my full marketing training immediately</p> <p>Level 5: I would very much like to start my full marketing training right away</p> <p>22. I prefer not to learn marketing online and through talk. (control element)</p> <p>Likert scale:</p> <p>Level 1: I absolutely do not prefer to learn marketing online and through stories</p> <p>Level 2: I strongly dislike learning marketing online and through stories</p> <p>Level 3: Moderately I do not prefer to learn marketing online and through stories</p> <p>Level 4: I slightly dislike learning marketing online and through stories</p> <p>Level 5: I absolutely prefer learning marketing online and through stories</p>
<p>Emotional experience in learning. (Zhang et al. 2018)</p>	<p>23. Participation in the online Marketing course would make me feel good.</p> <p>Likert scale:</p> <p>Level 1: Strongly Disagree</p> <p>Level 2: Disagree</p> <p>Level 3: Neutral</p> <p>Level 4: Agree</p> <p>Level 5: Strongly Agree.</p> <p>24. Participation in the online Marketing course would make me feel enthusiastic.</p> <p>Likert scale:</p> <p>Level 1: Strongly Disagree</p> <p>Level 2: Disagree</p> <p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p>
<p>WQ: Estetique***</p>	<p>25. The design of the website looks good.</p> <p>Likert scale:</p> <p>Level 1 - Strongly Disagree</p> <p>Level 2 - Disagree</p>

	<p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p>
<p>WQ: Usefulness***</p> <p>WQ: Trust***</p>	<p>26. The website is useful for my decision regarding further education.</p> <p>Likert scale:</p> <p>Level 1 - Strongly Disagree</p> <p>Level 2 - Disagree</p> <p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p> <p>27. The website appears reliable.</p> <p>Likert scale:</p> <p>Level 1 - Strongly Disagree</p> <p>Level 2 - Disagree</p> <p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p>
<p>WQ: Easy to use****</p>	<p>28. The categories on the website are well organized.</p> <p>Likert scale:</p> <p>Level 1 - Strongly Disagree</p> <p>Level 2 - Disagree</p> <p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p>
<p>WQ: Interactivity</p>	<p>29. The website has interactive features (such as content commenting) that meet my needs.</p> <p>Likert scale:</p> <p>Level 1 - Strongly Disagree</p> <p>Level 2 - Disagree</p> <p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p>

Adopted experimental design (manipulation check)	<p>30. The website is highly focused on the marketing experience before the start of the training.</p> <p>Likert scale:</p> <p>Level 1 - Strongly Disagree</p> <p>Level 2 - Disagree</p> <p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p> <p>31. The website publishers aim to turn browsing into an experience.</p> <p>Likert scale:</p> <p>Level 1 - Strongly Disagree</p> <p>Level 2 - Disagree</p> <p>Level 3 - Neutral</p> <p>Level 4 - Agree</p> <p>Level 5 - Strongly Agree.</p>
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