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# A Forward-Thinking Conceptual Framework for Creative Teaching in Next-Gen Digital Marketing Education

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## Abstract

This study proposes a creative conceptual framework of digital marketing education that bridges the gap between theoretical knowledge and practical application through an integrated teaching framework or multi-methodological approach of Participatory Action Research (PAR), case study research, action learning, ethnographic research, phenomenological research, collaborative peer-to-peer learning, and reflective practice. Designed for undergraduate studies, the conceptual framework maps students with Sri Lankan Micro, Small and Medium Sized Enterprises (MSMEs) to lead digital transformation through the use of PAR cycles to learn iteratively, case studies to analyze strategically, action learning to resolve real-world problems, ethnographic methods to understand enterprises contexts, and phenomenological approaches to record entrepreneurial experiences. Students acquire industry-specific skills through an industry-academia MoU, apply their skills through developing digital solutions for MSMEs, conducting peer-to-peer training on leadership and content creation, and conducting training for the community. Reflective practice is given emphasis in the conceptual framework to reinforce learning, whose outcomes are assessed by interviews, observation, and examination of digital content prior to culminating in professional presentations of PAR projects and transformation case studies. By integrating experiential methods with outreach to the community, this forward-thinking conceptual framework offers a replicable blueprint for participatory, industry-linked digital marketing education that builds students while powering inclusive digital growth across Sri Lanka.

**Key words:-** Digital marketing education, Digital transformation, Experiential learning, Integrated teaching framework, MSMEs, Participatory Action Research (PAR), Peer-to-peer training.