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The role and importance of film in marketing education: educating future marketing professionals

**Rola i znaczenie filmu w edukacji marketingowej: kształcenie
przyszłych specjalistów ds. marketingu**

Abstract. Marketing film can be a great source of inspiration and learning for people who want to work in the creative industry (marketing, advertising). The aim of this article was to identify the role and importance of film education in the training of professional competencies of marketing professionals. Although in the practice of marketing film is used variously and commonly as an effective medium for promotion and advertising, as a teaching medium it is used sporadically and occasionally. In the first part, the author, referring to the changes in the 20th and 21st centuries, identified the nowadays popular and considered effective types of marketing with a clearly increasing use of film, as well as the professional competencies of professionals in this field. The second part presented the diverse role and importance of film in marketing education, enriching the analysis with practical teaching tips, including suggestions for film titles and a sample lesson scenario. The third and final part of the article contains the results of a survey conducted in February 2024 among marketing students and academics, about a source of professional competencies and inspiration for working in the creative industry. Respondents indicated, among other things, that: an interest in increasing the frequency of film education, in deepening film production competencies, but also in a more thoughtful selection of the type of films and more accurate organisational and methodological decisions in the didactic process can increase their effectiveness and have a positive and motivating effect on the learning and engagement of future marketing professionals.

Keywords: film, visual, marketing, competence, professional, digital

Abstrakt. Film marketingowy może być świetnym źródłem inspiracji i nauki dla osób, które chcą pracować w branży kreatywnej (marketing, reklama). Celem artykułu było omówienie roli i znaczenia edukacji filmowej w kształceniu kompetencji zawodowych specjalistów ds. marketingu. Choć w praktyce marketingu film wykorzystywany różnorodnie i powszechnie jako skuteczne medium promocji i reklamy, to jako środek dydaktyczny – sporadycznie i okazjonalnie. W części pierwszej autorka, odnosząc się do zmian zachodzących w XX i XXI wieku, wskazała typy marketingu z wyraźnie rosnącym zastosowaniem filmu – obecnie popularne i uznawane za skuteczne – a także kompetencje zawodowe pracowników tej branży. W części drugiej przedstawiła różnorodną rolę i znaczenie filmu w edukacji marketingowej, wzbogacając analizę o praktyczne wskazówki dydaktyczne m.in. propozycje tytułów filmów oraz przykładowy scenariusz zajęć. Trzecia, ostatnia część artykułu zawiera wyniki badań ankietowych przeprowadzonych w lutym 2024 roku wśród studentów i nauczycieli akademickich marketingu na temat źródeł kompetencji zawodowych i inspiracji do podejmowania pracy w branży kreatywnej. Respondenci wskazali m.in. że zainteresowanie zwiększeniem częstotliwości stosowania edukacji filmowej, pogłębieniem kompetencji w zakresie produkcji filmowej, ale także bardziej przemyślany dobór filmów oraz trafniejsze decyzje organizacyjne i metodyczne w procesie dydaktycznym mogą podnieść ich efektywność, a także pozytywnie i motywująco wpłynąć na naukę i zaangażowanie przyszłych specjalistów ds. marketingu.

Słowa kluczowe: film, wizualne, marketing, kompetencje, profesjonaliści, cyfrowe

Introduction

Marketing is a business force that, regardless of the economic climate, invariably allows you to persuade the customer, come to mind, sell and achieve business success. In the age of rapid technology development and digital transformation, marketing is becoming a crucial way in which companies operate and build their relationships with customers. Marketing professionals are increasingly in demand as their skills are essential in adapting to changing trends, using data and new communication channels. The aim of marketing education is to equip graduates with knowledge, skills and competencies in response to the demands of today's job market and marketing industry. As a result, marketing offers broad career prospects and opportunities for future development and is currently one of the most future-oriented fields of study.

Educational film is counted as one of the basic teaching resources in vocational education, as confirmed by numerous educational and indus-

try reports. For example, the European Training Foundation, in its report *Video Pedagogy for Vocational Education* (2019), pointed out that:

Video pedagogy is particularly well suited to the development of professional knowledge and practice[...]. Video helps learners, accompanied by teachers, peers or work-colleagues, to practice and simulate 'transfer' or 'application' and thus to develop a capacity to exercise 'non-routine' competences. Video pedagogy helps learners to connect theoretical and practical knowledge and thereby promotes deep learning and awareness not only of the 'how' but also of the 'why' behind a professional activity¹.

In the practice of marketing, film is a popular and widely used means of promotion, advertising and marketing. According to Maxwell Iskiev from Hubspot, in 2024, short video content (TikTok, Reels, YouTube Shorts, etc.) is considered to be the future of the marketing industry, 'one of the most important, if not the most important marketing trend today and probably for the next 5-10 years'²– a Hubspot study found that 55% of marketers used short-form companies in 2024, 56% of US consumers said they bought something based on an ad they saw on TikTok, and 36% intended to make a purchase.

The aim of the article was to analyse the role and importance of film in the education process of marketing, advertising and promotion personnel, in the context of changes and needs of the education sector and the evolution of the industry. The author confronted the aims of education with the learning opportunities of film education at university level. The author's defining research questions were:

- What role does film currently play in marketing practice and education?
- What film production qualifications does the advertising and promotion marketing industry require?

¹ A. Cattaneo, A. Evi-Colombo, M. Ruberto, & J. Stanley, *Video Pedagogy for Vocational Education. An overview of video-based teaching and learning*, European Training Foundation, Turin 2019, p. 45.

² M. Iskiev, *The 2024 State of Marketing & Trends Report: Data from 1400+ Global Marketers*, <https://blog.hubspot.com/marketing/marketing-trends> (accessed:12.07.2024).

- What are the possibilities and needs for education in the areas of: marketing, promotion and sales, with an emphasis on film production?
- How can film marketing be taught effectively in the context of creative industry education in marketing and promotion?

The article is theoretical and empirical in nature, and the methodology adopted a descriptive and comparative research method. In February 2024, a survey was conducted among 11 lecturers and 43 second- and third-year students of the 'Marketing and Sales' programme at University X with a practical profile. The aim of the survey was to examine and compare the opinions and experiences of the respondents regarding the role of film in the marketing education process and its significance in preparing students for their future work in this field.

In the first part, the author defined the professional competencies and needs of the creative industry (marketing, advertising and promotion), in the second part – the aims and possibilities of using film in marketing education. In the third, last part, the results of the survey on the opinions and demands regarding the use of film education in the training of future marketing professionals were presented.

Contemporary marketing

Marketing has always accompanied business, supporting its aspirations and goals along with social, technical and economic developments. Marketing activities are most often defined with such characteristics as diversity, creativity, customer orientation and flexibility. This is confirmed by the many and varied ways in which marketing is defined, for example:

- according to industry organisations: American Marketing Association Marketing (AMAM) explain marketing as 'the activity, set of institutions and processes for creating, communicating, delivering and exchanging offerings that have value to customers, contractors, partners and society at large'³, while the UK's CIM

³ American Marketing Association, *Definitions of Marketing*, <https://www.ama.org/the-definition-of-marketing-what-is-marketing> (accessed: 12.07.2024).

(Chartered Institute of Marketing) treats marketing as ‘a management process designed to identify, anticipate and satisfy customer needs in a profitable way’⁴.

- according to Philip Kotler, the most influential marketing theorist, marketing is ‘the social and managerial process by which individuals and groups get what they need and want by creating, offering and exchanging products of value with others’; Kevin Lane Keller points out that marketing is ‘the process of building and maintaining a brand’s position in the marketplace by communicating and creating positive brand associations among consumers’⁵.

The above definitions make it clear that marketing is therefore not only a social exchange process, a management process or a set of activities oriented towards identifying and satisfying customer needs. The multidimensional nature of marketing requires a combination of analysis, creativity and continuous adaptation to current needs.

Marketing has been shaped not only by economic and social changes, but above all by technology development. The technical support of marketing in the 20th and 21st centuries has increased the efficiency, precision and reach of marketing activities, resulting in better and more smoother, more effective and efficient marketing communication, as well as transition from simple print ads and radio announcements to complex digital campaigns and interactive social media strategies. Changing customer needs for marketing are driving momentum in the industry, and the shift from mass marketing to personalised marketing requires the right mix of strategies and tools. Today, customers expect personalisation, authenticity, speed, convenience and engagement. Modern marketing needs to be flexible, innovative and focused on delivering value at every stage for the customer.

Today, it is visual content that effectively and more efficiently reaches the audience’s consciousness. According to a study by Statista among 8,000 marketing leaders held in June 2021, videos are the best way to capture consumers’ attention in digital channels. As many as 81% of

⁴ *What is marketing?*, <https://www.cim.co.uk/content-hub/quick-read/what-is-marketing> (accessed: 12.11.2024).

⁵ P. Kotler, K.L. Keller, *Marketing Management*, London 2016, s.121.

surveyed marketers use them in their marketing activities. Video content, as indicated by Copymate uses the power of images in motion to capture an audience's attention in a way that other forms of media cannot, what gives effects such as:

- higher engagement – video materials are more engaging than static materials or text,
- higher uptake of content,
- greater reach,
- higher ranking of pages which contain video content by search engine algorithms⁶.

The marketing industry has always attracted original people, able to translate their ingenuity into action. This is confirmed by AdMonkey, among others, pointing out that 'Marketing is now one of the most attractive fields in terms of careers'⁷. Table 1 summarises a selection of marketing types and corresponding professional competencies. Creativity, which includes the ability to generate ideas that will attract consumer attention and differentiate a brand from the competition, is among the key competencies in each marketing type. It is an essential skill for creating content, advertising campaigns and marketing strategies. Analytical thinking and the ability to logically analyse data and situations, identify patterns and trends and draw conclusions is extremely important not only in marketing research.

⁶ *Komunikacja wizualna – rola obrazu w przekazie marketingowym*, <https://copymate.app/pl/blog/multi/komunikacja-wizualna-rola-obrazu-w-przekazie-marketingowym> (accessed: 12.07.2024). Unless stated otherwise, translations of Polish sources were prepared by the author for the purposes of this article.

⁷ *Praca w marketingu – na czym polega i dla kogo ta ścieżka kariery jest odpowiednia?*, <https://admonkey.pl/praca-w-marketingu-2> (accessed: 12.07.2024).

Tab.1 Professional competencies in different areas of marketing – examples

Type of marketing	Characteristics	Professional competencies – examples
Traditional marketing	includes marketing techniques that do not rely on digital technology such as print ads, billboards, radio and TV commercials	<ul style="list-style-type: none"> - knowledge of the specifics of different traditional media and their coverage, - creativity and ability to create, plan and execute marketing campaigns in traditional media, - ability to manage marketing campaign budgets, measure and analyse the effectiveness of marketing campaigns.
Digital marketing	is the process of optimising a website in order to improve its position in search results and the aim is to increase its visibility	<ul style="list-style-type: none"> - ability to search for and analyse keywords that are relevant to a specific target group, - creation and optimising of content that is attractive to search engines and users.
Social media marketing	involves the use of social media platforms such as Facebook, Instagram, Instagram, Twitter and LinkedIn to promote products or services, engage audiences, and build brands	<ul style="list-style-type: none"> - knowledge of social media platforms, - ability to create compelling and engaging written and visual content, - ability to develop and implement social media marketing strategies.
Voice marketing	uses voice technologies such as Google Home, Amazon Alexa to communicate with customers and promote products or services	<ul style="list-style-type: none"> - knowledge of voice technologies, - understanding how voice platforms work, - ability to create content tailored to voice interfaces and optimise it for voice search.

Influencer marketing	involves working with influencers who promote products or services on their social channels	<ul style="list-style-type: none"> - ability to find and identify suitable influencers for a brand, - ability to negotiate terms of cooperation, - ability to create and implement campaigns with the participation of influencers.
Affiliate marketing	working with affiliates who promote the company's products or services in return for commissions on sales	<ul style="list-style-type: none"> - ability to build and manage relationships with affiliates, - ability to optimise affiliate campaigns in order to maximise results.
Product marketing	covers activities designed to promote and sell a specific product, including market research, product development, pricing strategies and promotional campaigns	<ul style="list-style-type: none"> - ability to conduct market research and analyse results, - ability to develop pricing strategies, - ability to develop implementation of product promotion campaigns.
Film marketing	encompasses a set of activities aimed at promoting films and attracting as many viewers as possible to cinemas, streaming services, or other distribution platforms	<ul style="list-style-type: none"> - ability to prepare marketing activities including advertising campaigns, promotions, premiere events also cooperation with media and influencers.
Video marketing	- the use of video to promote a service, or brand, includes various forms of content such as video ads, tutorials, webinars and live broadcasts.	<ul style="list-style-type: none"> - ability to plan, create and manage video ads, tutorials, webinars and live broadcasts.

Source: own elaboration based on: *What Do Marketers Do?*, <https://www.indeed.com/career-advice/career-development/what-do-marketers-do> (accessed: 12.07.2024); *Zawody i kwalifikacje zawodowe, formuła 2019*, <https://www.kwalifikacjeczawodowe.info/s/5132/81361-Zawody-i-kwalifikacje-formula-2019.htm?c1=64857> (accessed: 12.07.2024); S. Dinelli, *5 Predictions for the Marketing Jobs in 2024: Easier or Harder to Find a Job?*, <https://marketerinterview.com/5-predictions-for-the-marketing-jobs-in-2024> (accessed: 12.07.2024); D. Grewal, A. Guha, C. Beccacece Saturnino, M. Becker, *The Future of Marketing and Marketing Education*, "Journal of Marketing Education" 2024, vol. 47, is. 1.

Interpersonal skills are necessary to lead and design effective marketing communications and key to work with teams, clients and busi-

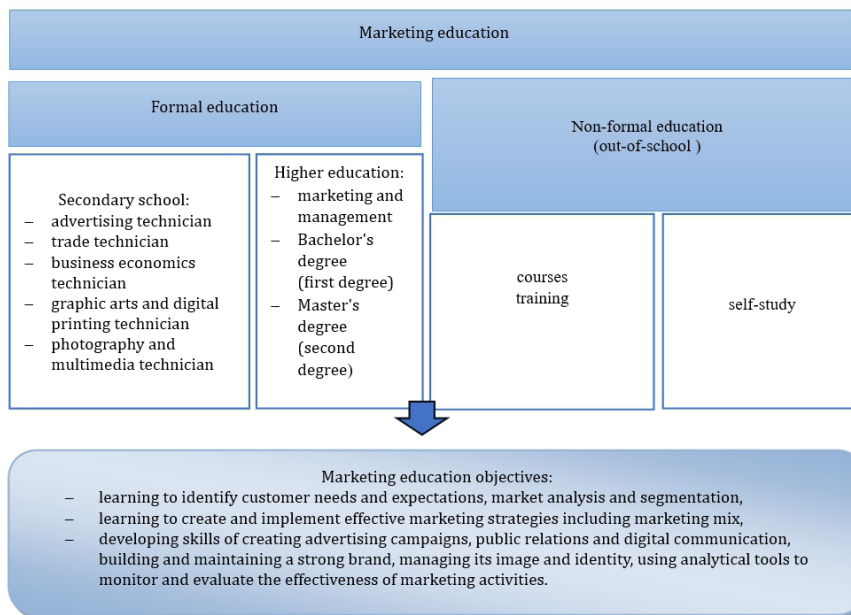
ness partners. The ability to interact with people of different backgrounds, working styles or knowledge is important for the productivity and efficiency of the marketing team. Planning, organising and controlling resources in teamwork according to deadlines and budgets can be crucial. In addition, familiarity with methodologies such as Agile, Scrum, Prince2 or the tools Trello, Asana, MSProject facilitates marketing project management tasks.

In summary, marketing is now an area dominated by visual forms of communication, with videos playing a key role as a popular and ubiquitous communication medium. Dynamic visual content, such as video, allows to effectively engage audiences, build an emotional connection with the brand and communicate complex information in an attractive and accessible form. Such a trend makes it imperative for the education of future marketing professionals to keep up with the rapidly changing demands of the market. Education programmes should include the development of skills in the use of visual content to prepare students to effectively use modern visual communication tools and techniques.

Use of films in marketing education

Marketing is a knowledge and art, which can be learnt in the course of both school (formal) and non-school education (Figure 2). In the Polish secondary education system, five majors are related to marketing. Advertising technician deals with the creation and implementation of advertising campaigns, design of promotional materials and market analysis. The graphic arts and digital printing technician should primarily have technical skills related to digital printing, but also basic knowledge of marketing. Similarly, commercial technician, economic technician and photo and multimedia technician, for whom marketing knowledge is part of broader professional economic or sales competencies.

Figure 1. Marketing education – forms and objectives



Source: own elaboration based on: *Praca w marketingu. Ścieżki kariery zawodowej*, <https://kwalifikacje.edu.pl/praca-w-marketingu-sciezki-kariery-zawodowej/><https://kwalifikacje.edu.pl/praca-w-marketingu-sciezki-kariery-zawodowej/> (accessed: 12.07.2024), *Efekty uczenia się na studiach*, https://stsw.edu.pl/wp-content/uploads/2020/09/Efekty_Marketing_I.pdf (accessed: 12.07.2024)

In higher education institutions, marketing is both a separate field of study and a specialisation in management. According to the search engine www.uczelnie.pl, as of 24.07.2024, marketing can be studied in Poland at 93 universities – either full-time or part-time, stationary, on-line, free or paid⁸. The Bachelor's degree programme lasts for 6 semesters (3 years) comprising 1800-2000 teaching hours. Typical learning outcomes for this degree include:

- knowledge of key marketing concepts and tools,
- the ability to conduct market research,

⁸ *Kierunek Marketing – Lista 93 uczelnie w Polsce*, <https://www.uczelnie.pl/kierunek/Marketing> (accessed: 02.07.2024).

- knowledge of brand building and management,
- ability to plan, implement and evaluate the effectiveness of advertising campaigns.

The Master's degree programme in marketing or a related subject lasts 4 semesters, includes approximately 1200-1400 teaching hours. Learning outcomes include:

- in-depth knowledge of modern marketing tools and techniques,
- ability to develop and implement comprehensive marketing strategies,
- knowledge of the specifics of marketing in international markets.

According to the [www.opinieouczelniach.pl](https://opinieouczelniach.pl), this field of study should be chosen by people who are contactable, dynamic, creative and open-minded. Studies in marketing or related fields (e.g. advertising, public relations, market communication) are largely interactive and project-based⁹. In marketing education it is important to combine practical knowledge with hands-on activity. Analysing the curricula used in marketing education, the dominant teaching methods are:

- teamwork,
- strategic games,
- computer simulations.

Globally, leading universities for marketing education include Harvard Business School, London Business School Insead MBA programme and executive courses in marketing.

Informal education, also known as extracurricular education, is a way of acquiring marketing knowledge and competencies through participation in courses, trainings, webinars, conferences, e.g. content marketing world, and other forms of education that are not part of the traditional educational system. This is education aimed at improving and complementing selected competencies. It includes, for example, training on selected topics in marketing and is available to a wide range of people – at beginner, intermediate and advanced levels. Compared to the school system, the self-learning pathway is flexible. Self-learning includes self-study, where the learner is at the same time his own

⁹ *Marketing*, <https://opinieouczelniach.pl/kierunki-studiow/marketing> (accessed: 12.07.2024).

coach, motivates himself in the process of gaining qualifications, they works on their chosen competencies. For this purpose, one can use on-line courses, books, workshops and practical experience.

According to the PWN dictionary of the Polish language, a film is 'a series of consecutive images with or without sound, expressing specific content, recorded on a medium evoking the impression of movement using this technique'¹⁰. According to the PWN *Encyclopedia*, it is 'a work recorded in the form of images and (usually) sound on film'¹¹. Today's techniques are based primarily on digital media.

When treating film as a didactic means, it is worth recalling that, according to Waław Kazimierski, didactic means are:

objects and devices that constitute a source of emotional, intellectual, sensory, motor, receptive and verbal influence and reinforcement of influence on their senses. They facilitate direct and indirect cognition of reality and are an indispensable component of a rationally organised and implemented educational process¹².

There is a rich classification of teaching resources in the literature, including a division between simple ones such as chalk, worksheets or textbooks and modern ones such as multimedia, interactive whiteboards or film.

According to Barbara Miuła-Chrobak, educational film is a medium that belongs to the group of technical and audiovisual didactic means. According to the author, it combines factual and methodical knowledge, familiarising students with technical elements in the surrounding reality¹³.

¹⁰ *Słownik Języka Polskiego PWN*, <https://sjp.pwn.pl/slowniki/film.html>, (accessed: 12.07.2024).

¹¹ *A-Z Małej Encyklopedii PWN*, Wydawnictwo Naukowe PWN, 1984, Warszawa.

¹² W. Kazimierski, *Środki dydaktyczne w szkolnictwie zawodowym. Zarys teorii i praktyki*, Warszawa 1984, s. 21.

¹³ B. Miuła-Chrobak, *Film jako środek dydaktyczny w kształceniu kultury technicznej studentów nauczania początkowego*, „Rocznik Naukowo-Dydaktyczny” 1988, z. 121, „Prace Techniczne 4”, s. 146.

As Noam Schimmel wrote:

film can be a powerful tool in teaching. By presenting multiple perspectives in engaging and emotional ways, films can enable students to gain a better understanding of, and empathise with, the life experiences of individuals and communities [...] ¹⁴.

Katarzyna Antos reminds us that:

film is a field of art, which results in a strong impact on the emotional, behavioural or cognitive-intellectual sphere. It is a field belonging to art therapy, which uses visual art, in re-socialisation or therapy of any psychological or entertainment problems. Films are rich in metaphors and there are many themes, which allow us to look at things from different perspectives ¹⁵.

Ewa Warmuz-Warmuzińska in 2015 points out, analysing primarily the use of film in the didactics of primary and secondary schools, that:

although film education is developing dynamically, which is confirmed by the growing offer in this field for schools and teachers, teachers treat film education as something unknown, new and not always needed ¹⁶.

Despite the fact that ten years have passed since the study was conducted, and that in reality the socio-economic image increasingly dominates all aspects of communication today, the fundamental question is whether schools are moving away from dependence on text in favour of visual education and the use of images in learning.

Film, therefore, is an expressive audiovisual process, with its own, highly complex and highly developed language that can be seen as 'apparent', 'obvious' or 'transparent'. An educational film is a film designed primarily for the purpose of teaching audiences, a film that, through e.g. the demonstration of certain behaviours, the depiction of subjects,

¹⁴ N. Schimmel, *Using films to encourage reflection and critical thinking in your teaching*, <https://www.timeshighereducation.com/campus/using-films-encourage-reflection-and-critical-thinking-your-teaching>, (accessed: 12.07.2024).

¹⁵ K. Antos, *Filmoterapia – na czym polega?*, <https://dojrzalakobieta.pl/filmoterapia-na-czym-polega> (accessed: 12.07.2024).

¹⁶ E. Warmuz-Warmuzińska, *Filmoterapia. Scenariusze zajęć w edukacji filmowej dla dzieci i dorosłych*, Warszawa 2015, s. 20.

supports learning and facilitates the acquisition of knowledge. It can be used in a variety of educational contexts, including schools, universities and professional environments. It is important to agree with Barbara Micuła-Chrobak that film is a:

- a starting point for formulating problems of a theoretical or practical nature,
- a means of illustrating a verbal message (lecture, discussion, description),
- a means of complementing the insights and experiences gained by students while observing the surrounding reality,
- an instruction to perform specific theoretical or practical activities,
- a means to test the knowledge and skills students possess¹⁷.

Film is an element of visual education, the essential feature of which is the use of images, graphics, colours and maps to convey content. Theoretical classes in higher education supported by visual methods help to develop the ability to analyse, create and think critically. In the curriculum of the marketing degree programme, subjects such as photography, advertising, digital marketing that are directly related to images benefit from visual education, e.g. creating and analysing visual content, developing technical and creative skills, studying case studies.

According to the BFI's Film Education Framework 2014, developing sensitivity to film in all aspects – contributes to the development of a range of 'soft' skills:

- teamwork,
- communication,
- decision-making,
- engagement,
- time management,
- creativity,
- problem solving,
- working under pressure,
- responsibility¹⁸.

¹⁷ B. Micuła-Chrobak, *Film jako środek dydaktyczny*, op. cit., s. 147.

¹⁸ *BFI Film Education Framework 2014*, <https://www2.bfi.org.uk/screening-literacy-film-education-europe> (accessed: 12.07.2024), s. 4.

Films used in marketing education can depict effective teams and thus model desired behaviours and collaborative strategies in marketing departments. They can show a team of professionals working together to solve a problem. Films can demonstrate effective communication techniques such as active listening, clear expression of ideas and conflict management. Script analysis can help develop critical thinking and risk assessment skills. Inspirational films e.g. of marketing leaders can motivate greater commitment and dedication at work. Watching tutorials or examples of effective time management can help one better organise own responsibilities. Documentaries about artists and designers, showing their creative process, can encourage people to think outside the box and experiment with new ideas. Films about entrepreneurs who have faced difficult challenges and found innovative solutions provide insight into different techniques and approaches to problem solving. Showing characters coping with difficult situations can inspire people to develop their own stress management strategies. Educational films on professional ethics and corporate responsibility show the consequences of characters' actions and their responsibility for them.

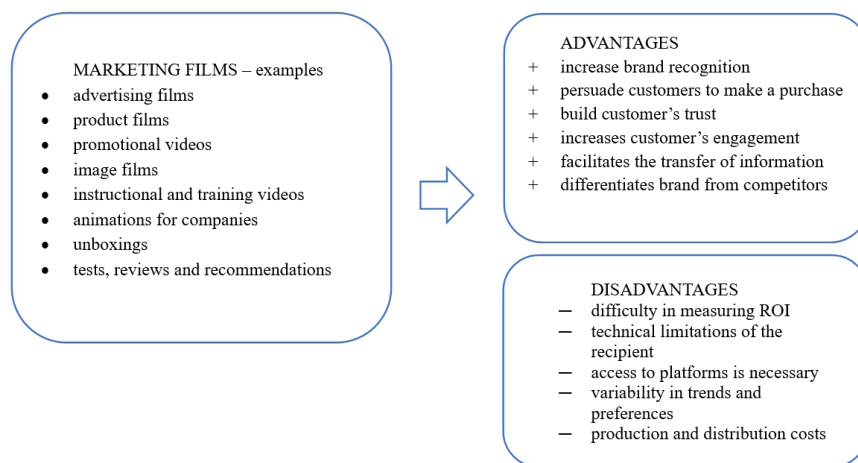
Nowadays, as professionals confirms:

the use of video to promote and market products or services is used to increase engagement on digital and social media channels, educate consumers and customers and increase the reach of campaigns¹⁹.

The video is enriched with additional elements such as tutorials, product descriptions, recommendations or instructions. Films used in marketing education comprise the group presented in Figure 2.

¹⁹ L. Mączka, *Krótkie filmy reklamowe*, <https://www.krotkieformy.pl/videomarketing> (accessed: 12.07.2024).

Figure 2. Films in marketing – advantages and disadvantages of the medium



Source: P. Pawluczyk, *Video marketing – jak filmy mogą wypromować Twoją markę?*, <https://cyrekdigital.com/pl/baza-wiedzy/video-marketing> (accessed: 12.07.2024); *Marketing filmowy*, <https://advertising.amazon.com/pl-pl/library/guides/video-marketing> (accessed: 12.07.2024); *Co to jest video marketing?*, <https://www.emarketing.pl/content-marketing/co-to-jest-video-marketing> (accessed: 12.07.2024); D.R. Chang, *Using Films to Achieve Diversity Goals in Marketing Education*, "Journal of Marketing Education" 2020, vol. 42, is.1, s. 48–58, <https://journals.sagepub.com/doi/full/10.1177/0273475319878868> (accessed 2.11.2024)

Advertising videos – short forms of 15 to 50 seconds – are available on television and on platforms such as YouTube. They aim to increase or initiate sales and point out the key benefits or values of the products or services offered. Product videos e.g. a cosmetics demonstration are typically 1 to a few minutes long, contain detailed information on product specifications and use, aim to present and discuss in detail the product, its features, functions and benefits. Promotional companies, e.g. a sales announcement, aim to promote an event, campaign or special offer. They focus on news, events or temporary promotions. Image films' goal is to build and reinforce brand image, convey corporate values e.g. corporate films present company stories. Instructional videos e.g. make-up tutorials aim to provide instructions on how to use a product. Training videos can be similar in nature, although they are more detailed than instructional videos and include simulations, exam-

ples and quizzes. Animations aim to convey information in an attractive visual way, using computer graphics and animation techniques. Uniboxing are detailed and authentic recordings by vloggers or other influencers of the first contact with and use of products. Videos with tests and reviews of e.g. books, cars etc. contain detailed and analytical content, include comparisons, practical tests and evaluations, and are aimed at providing product opinions and test results. Each of these videos has specific uses and objectives that correspond to different stages of the customer pathway from brand awareness, education and engagement to purchase decision.

The films play a role in illustrating a variety of marketing techniques, allowing students to better understand the application of theory to practice and to develop the ability to critically analyse promotional activities. Based on the topic of teaching marketing, the author has summarised in Table 2 examples of films that can effectively support the teaching process.

Table 2: Examples of films for use in marketing didactics

Film	Description	Applicable to the teaching of marketing
<i>The Social Network</i> , 2010, directed by: David Fincher	A history of the creation of Facebook, showing strategies for creating a brand and growing a start-up.	Teaches about strategies for creating an online community, building a competitive advantage and the dynamic market changes that can affect brand development: <ul style="list-style-type: none"> - branding, - social media marketing.
<i>Thank you for smoking</i> , 2005, directed by: Jason Reitman	A comedy showing manipulation and PR in the tobacco industry.	Can be used to analyse and recognise controversial marketing techniques, teaching: <ul style="list-style-type: none"> - ethics in marketing, - the power of narrative in creating the image of products.
<i>Moneyball</i> , 2011, directed by: Bennett Miller	A data-driven story of baseball team building strategies.	Can be used to teach issues such as: <ul style="list-style-type: none"> - market analysis, - data-driven marketing.

<i>Mad Men</i> (sitcom 2007–2015), directed by: Matthew Weiner	Series showing the world of advertising agencies in the 1960s.	Can be used to teach topics such as: - advertising strategies, - advertising ethics, - creativity.
<i>Art&Copy</i> , 2009, directed by Doug Pray	A documentary about iconic advertising campaigns such as Nike's 'Just Do It', 'Got Milk'.	Allows you to understand how famous slogans and campaigns are created. Can be used to teach topics such as: - the history of advertising, - the impact of advertising on culture.
<i>The Greatest Movie Ever Sold</i> , 2011, directed by Morgan Spurlock	Morgan Spurlock's documentary exploring the mechanisms of product placement and how advertisers fund films.	Can be used to study issues such as: - product placement, - advertising funding.
<i>Crazy People</i> , 1990, directed by Tony Bill	A comedy telling the story of unusual advertising campaigns in which products are presented honestly.	It can be used to teach issues such as: - creativity, - psychology of advertising.

Source: The descriptions of the films were compiled based on the materials available on the website: <https://www.filmweb.pl/> (accessed: 10.11.2024)

Film examples can be used as tools to discuss the ethical aspects of advertising and the manipulative strategies used in the industry. This approach makes it possible to enrich traditional teaching methods with visual and interactive elements that engage students and support them in acquiring the competencies necessary to work in marketing.

The use of film in the didactics of marketing subjects is a methodological and organisational challenge for the lecturer. It can be used actively or passively. Passive use involves watching and analysing content, which helps students with the theoretical aspects of marketing. Active use of films involves students in creating and analysing film content, developing practical skills and critical thinking. In teaching practice, the necessary activities are:

- choosing between active and passive use of film, including aligning the film content with the knowledge and learning objectives, and determining the scope and purpose of the film use,

- planning activities in combination with other materials, didactic means and teaching methods,
- expert support e.g. by an influencer, marketing film producer,
- development of a lesson plan e.g. through storytelling/storyboarding,
- technical support – checking and preparing equipment,
- active viewing and interactivity,
- discussion and critical analysis, feedback,
- linking the video to a project or written assignment,
- evaluation of student engagement and work, further use of the film and refinement of skills in this area.

Table 3 presents a sample lesson scenario with a use of film as a teaching tool. This scenario takes into account the key stages of the teaching process, including the theoretical introduction, the screening of the film and the discussions and tasks accompanying the work on the film. Here, the film serves as a point of analysis, discussion and reflection on the marketing techniques presented, enabling students to experience practical promotional activities. This type of scenario not only adds variety to the class, but also engages students in an interactive way, stimulating them to think critically and develop their ability to analyse and evaluate marketing strategies.

Table 3: Example scenario for the topic 'Ethics and manipulation in advertising – analysis of the Thank you for Smoking films'

Session objective	<ul style="list-style-type: none"> - To explore the impact of ethics and manipulation in advertising and its role in shaping public opinion. - To discuss how the manipulative techniques shown in the film <i>Thank you for Smoking</i> can shape public opinion and consumer attitudes towards controversial products. - To develop critical thinking about the persuasive techniques used and to evaluate the ethics of advertising strategies.
Introduction to the topic (15 min)	<ul style="list-style-type: none"> - Introduction to manipulation in advertising – explains what manipulation is and how it differs from persuasion in the context of marketing. - Discussion of examples of advertisements or campaigns that have caused controversy due to manipulative techniques.

Screening of selected scenes from <i>Thank you for Smoking</i> (20 min.)	<ul style="list-style-type: none"> - Selection of scenes in which Nick Naylor argues in favour of the tobacco industry and demonstrates manipulative techniques. - Before each scene, the teacher explains the role of the techniques shown in convincing the audience to view a controversial product in a positive light.
Scene analysis and group discussion (30 min.)	<ul style="list-style-type: none"> - Division into groups of 4-5 people. - Each group analyses the scene in terms of ethical diplomats and the persuasive techniques used: <ul style="list-style-type: none"> - What manipulative techniques are used in the scene? - How do the scenes affect the perception of tobacco as a product? - Are the methods used ethical? Why or why not? - Group discussion.
The use of ethics in an advertising campaign (20 min.)	<ul style="list-style-type: none"> - Each group develops an idea for an ethical advertising campaign for a product that is often controversial e.g. fast food. - Groups present their ideas – describing the persuasive techniques used and how they avoided manipulation.
Summary (5 min.)	<ul style="list-style-type: none"> - Discussion of results – teacher summarises key findings from the discussion and highlights the importance of ethics in advertising.

Source: own study

Through the presentation of the realities of the work of a PR specialist who promotes an unethical ‘cigarette’ product, the film introduces students to the world of business, where manipulative techniques are employed. Scenes from the film allow students to directly observe a variety of manipulation and persuasion techniques – this visual representation facilitates the identification and analysis of the protagonist’s actions, helping students to distinguish between ethical and unethical methods used in advertising. The film provides a context for discussion, enabling students to analyse and evaluate the ethicality of behaviour in advertising. Selected scenes exemplify manipulative PR strategies, which becomes a starting point for further reflection on the impact of advertising on consumers, but also an inspiration for designing advertising campaigns. The proposed scenario of classes allows students to acquire the ability to critically analyse advertising techniques and develop their sensitivity to ethical and manipulative issues in marketing. It is worth mentioning that

only the correct organisation of the learning process with the use of the film will determine its effectiveness.

In conclusion, it is worth noting that the evolution of marketing education over the eras has been studied by, among others, Dhruv Grewal, Abhijit Guha, Marc Becker, pointing to the increasing emphasis of technology in marketing education and also the evolution of the marketing paradigm²⁰. Dae Ryun Chang pointed out that while visual communication, especially films, can be an effective way to teach complex topics, the use of films in business schools is limited – despite the growing demand for them. The author's empirical research clearly indicates that film can be more effective than text. The author highlighted the use of films in teaching about diversity and helps to overcome the barrier posed by written material²¹. As pointed out by Bhushan Kankal, Santosh Kumar Patra, Rasananda Panda the availability of technology, internet access, attainability of various films, and teachers' innovations in their didactics have contributed to the integration of films as a pedagogical tool in managerial education courses, and have achieved promising results in terms of effective teaching. The integration of entertainment-related tools such as films can make students, regardless of academic and professional experience, more engaged in the learning process and understanding of complex theories, concepts or methods²².

²⁰D. Grewal, A. Guha, C. Beccacece Saturnino, M. Becker, *The Future of Marketing and Marketing Education*, „Journal of Marketing Education” 2024, vol. 47, is. 1, <https://doi.org/10.1177/02734753241269838> (accessed: 2.11.2024).

²¹ D.R. Chang, *Using Films to Achieve Diversity Goals in Marketing Education*, „Journal of Marketing Education” 2020, vol. 42, is. 1, s. 48-58, <https://journals.sagepub.com/doi/full/10.1177/0273475319878868> (accessed: 2.11.2024).

²² B. Kankal, S.K.R Patra, R. Panda, *Pedagogy innovation and integration of films in management education: Review and research paradigms*, “The International Journal of Management Education” 2023, no. 2, <https://doi.org/10.1016/j.ijme.2023.100804> (accessed 2.11.2024).

Film as a source of marketing knowledge – survey results

In February 2024, a survey was conducted among 13 teachers of marketing subjects and 43 second- and third-year students of marketing and sales at university X with a practical profile. The aim of the research was to find out the opinions and experiences of the respondents regarding the use of film in learning marketing and preparing students for future work in marketing. Due to the assumed aim of the research, limited to a general recognition of the issue rather than a multidimensional analysis of behaviour, the adopted sample size for the research is justified. The research was conducted on the basis of a paper questionnaire, the questionnaire included 5 metric questions and 12 questions from the 3 research areas indicated below:

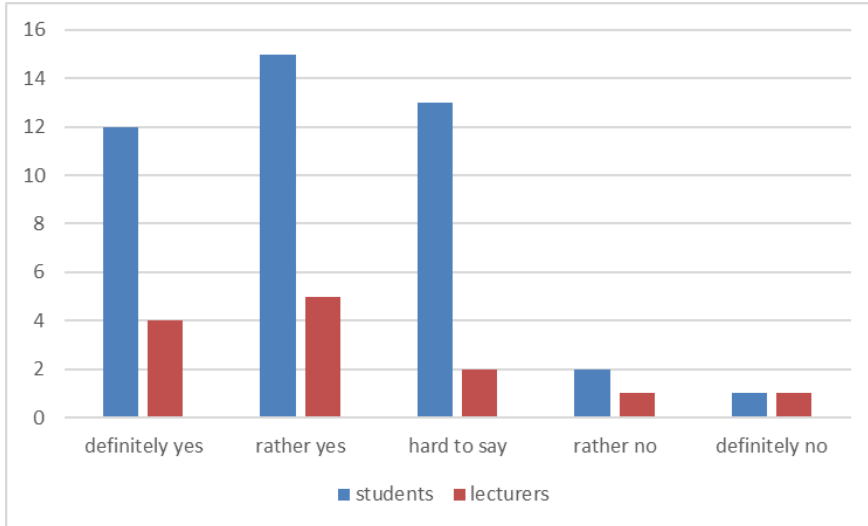
- The role of film in explaining marketing issues – specialist knowledge and skills,
- Film as an image, instructing future work – observation of marketing professionals in action,
- The practice of using films in marketing classes (e.g. frequency, types of films, selection of films).

In addition to the indicated topics teachers were additionally asked about the effectiveness of the use of films in their classes.

The survey consisted of closed or multiple choice questions. The students' metrics indicated that in the surveyed group of 43 persons consisted of 24 students of the 2nd year and 16 students of the 3rd year. The group was dominated by women (28 persons) and there were 15 men. The dominant age group was 20-24 years, comprising 32 individuals. The academic teachers group included 13 participants: 11 held a doctoral degree (2 of which had at least five years of teaching experience) and 2 held a master's degree. All academic respondents also had professional experience in marketing.

It is worth mentioning that the topics of film and video marketing are discussed in classes such as Modern Technologies in Marketing and Sales, Toolbox Workshops, Content Marketing Strategies and Tools.

Fig. 3. Response to the question 'Do educational videos help you better understand marketing issues?'



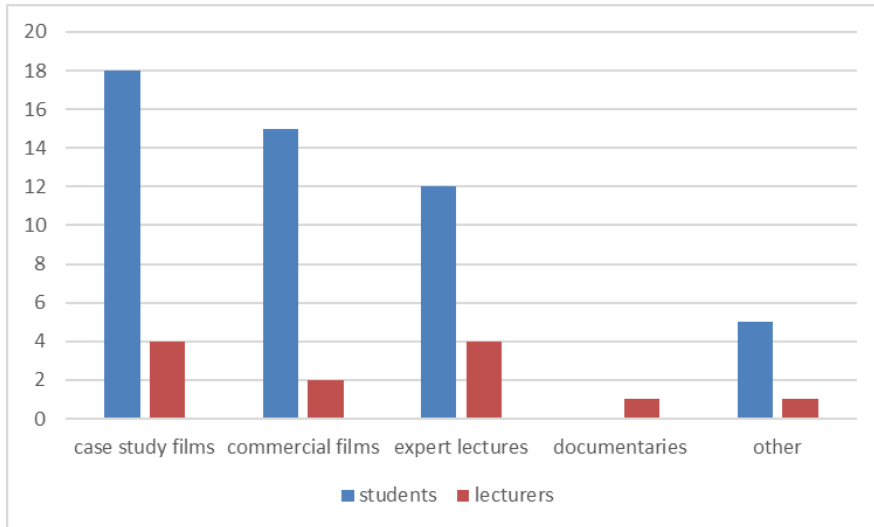
Source: own study

The first research area was to assess the perceived effectiveness of educational videos in understanding marketing concepts. This feedback helps to assess the value of film as an educational tool in marketing education. Analysing the respondents' answers to the question about the validity of using films in education, the majority of respondents believe that educational films help them to understand marketing issues much better and more clearly than traditional teaching methods. The distribution of answers given among teachers and students is presented in Figure 3.

Another research goal was to identify the types of films that students consider to be most educationally valuable for learning marketing concepts (Figure 4). Case study films and commercial films are, according to the students surveyed, the most useful for teaching/learning marketing. In the case of expert lectures, they are rated higher by the didacticians, slightly lower by the students. Documentaries, according to students, may be ineffective for learning marketing, as none of the respondents chose them. Among the others, respondents indicated

comedy films, feature films, TikTok. The answers obtained in this question provide valuable knowledge and guidance in choosing the most effective video formats for teaching.

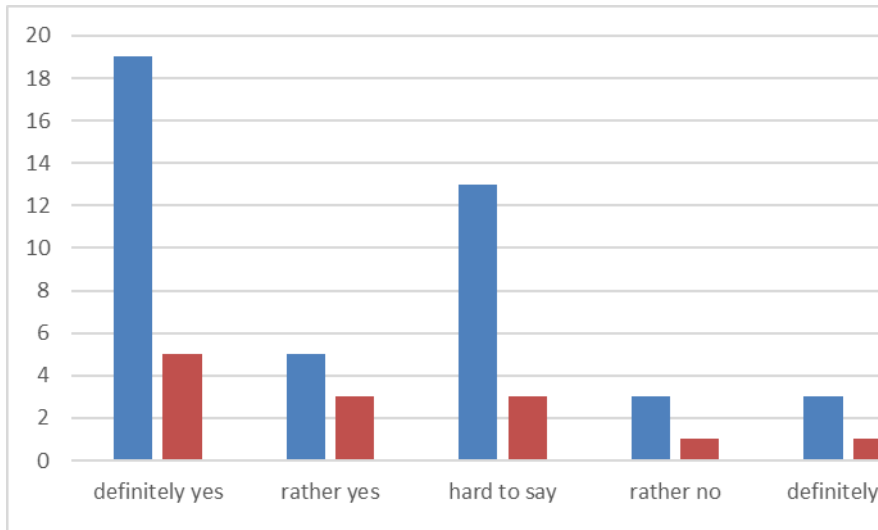
Fig. 4. Response to the question 'Which of the following types of video most help you to learn/ teach marketing (selected topics)? - multiple choice'



Source: own study

Assessment of students' perspectives on potential improvements in the way films are used in education, includes frequency, relevance or integration with other teaching methods (Figure 5-6). The majority of respondents believe that films could definitely or rather be better used in the classroom than they have been used so far. However, a significant group is undecided and a small group felt that the current use is sufficient. According to the teachers, despite their limited use, films are very or rather effective in conveying marketing content, suggesting that even their infrequent use has a noticeable impact on the learning outcome in marketing.

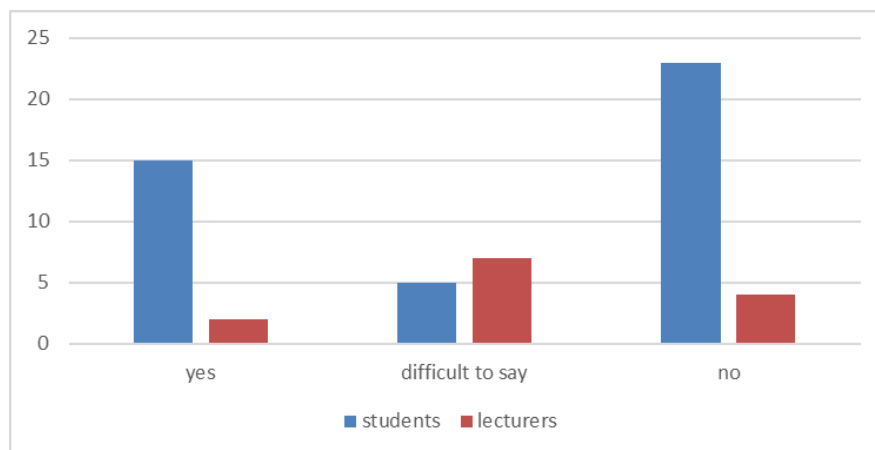
Fig. 5. Response to the question 'Do you think films could be better used in class?'



Source: own study

Another area of research was to determine whether the length and frequency of videos used in class is consistent with students' attention span and level of engagement, which can help inform decisions about the duration of videos for optimal learning (Figure 6). The length of video presented in class seems to be an issue, as both teachers and students acknowledge. With the largest group of students believing that the videos shown are too long, indicating that there is a need to balance the length of the video with the effectiveness of the content. Additionally, the opinion that the videos are often too long may correlate with lower levels of engagement – if the videos are longer than necessary, they may lose attention, which may explain why many feel that videos could be used more effectively. Despite the problem with the most effective length of the videos being broadcast in class, 15 students find the videos appropriate, suggesting that when the length is suitable, the videos can capture attention.

Fig. 6. Response to the question 'Are the frequency and length of videos shown in marketing classes appropriate?'



Source: own study.

Next research area concerned the professional competencies that are acquired through film-based learning. Figure 7 shows the distribution of the answers given by the respondents by students and teachers. The basic professional competencies developed through film-based learning focus on market analysis, effectiveness of advertising campaigns, problem solving and communication. Analysing the responses, there is a clear difference in perception in terms of soft skills such as empathy and teamwork, as well as understanding global trends. According to the students, the films mainly teach teamwork and understanding of global trends, while according to the didacticians they can teach: problem solving, market and consumer analysis skills and understanding of marketing strategy. The responses provide valuable guidance for teachers in selecting film education methods and techniques to enhance competencies such as critical thinking.

Fig. 7. Response to the question 'Video-based learning provides knowledge and skills – select any point you agree with – multiple choice

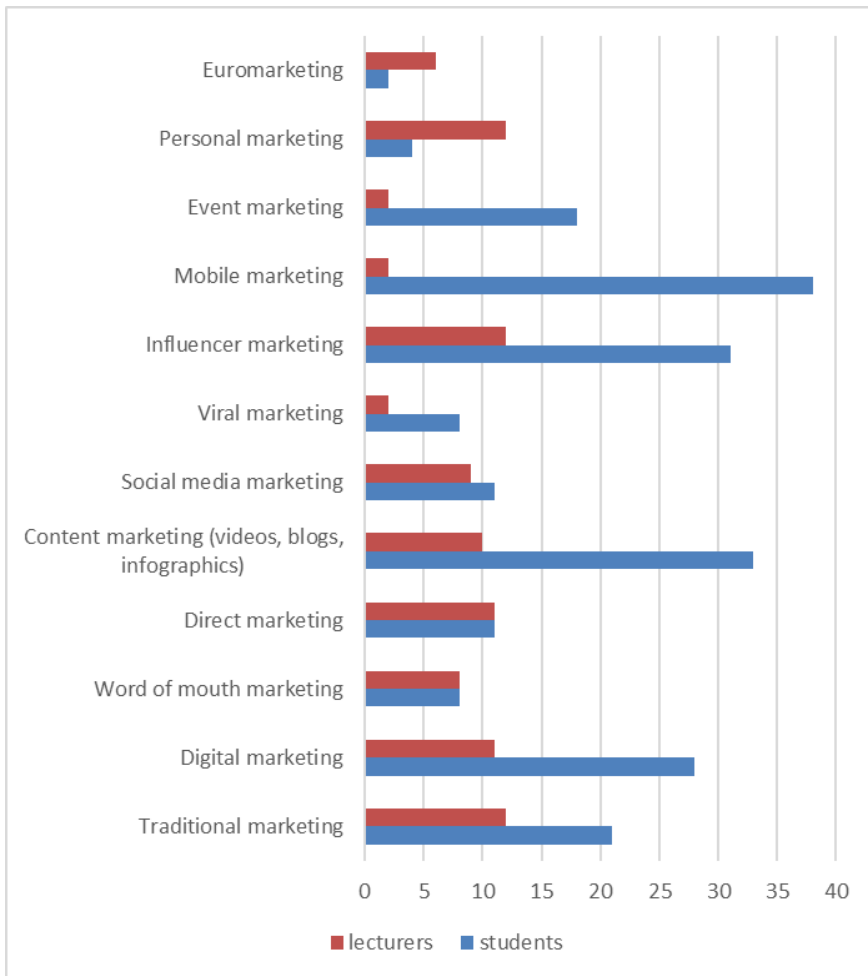


Source: own study

The areas of marketing that students were interested in mainly included: mobile marketing, influencer content, digital marketing which reflects the shift towards modern and digital marketing strategies. Traditional marketing is still primarily of interest to teachers, but was less popular among students compared to digital forms. The high interest in digital, content and influencer marketing correlates with the idea that students recognise the importance of video in these areas, with

many agreeing that videos are the most powerful form of communication. Digital marketing and content marketing are seen as important areas of interest, the low interest in personal marketing and euromarketing may reflect a focus on more modern scaled marketing methods. Figure 8 provides a breakdown of the given responses.

Fig 8. Response to the question 'Interested in – multiple choice'



Source: own study

Understanding respondents' alignment with modern marketing philosophies was the final research area. The purpose of this question was to assess understanding of modern marketing principles and perceptions of effective marketing strategies. Analysing the given answers, presented in Figure 9, it can be seen that respondents' highly agree with modern approaches, such as:

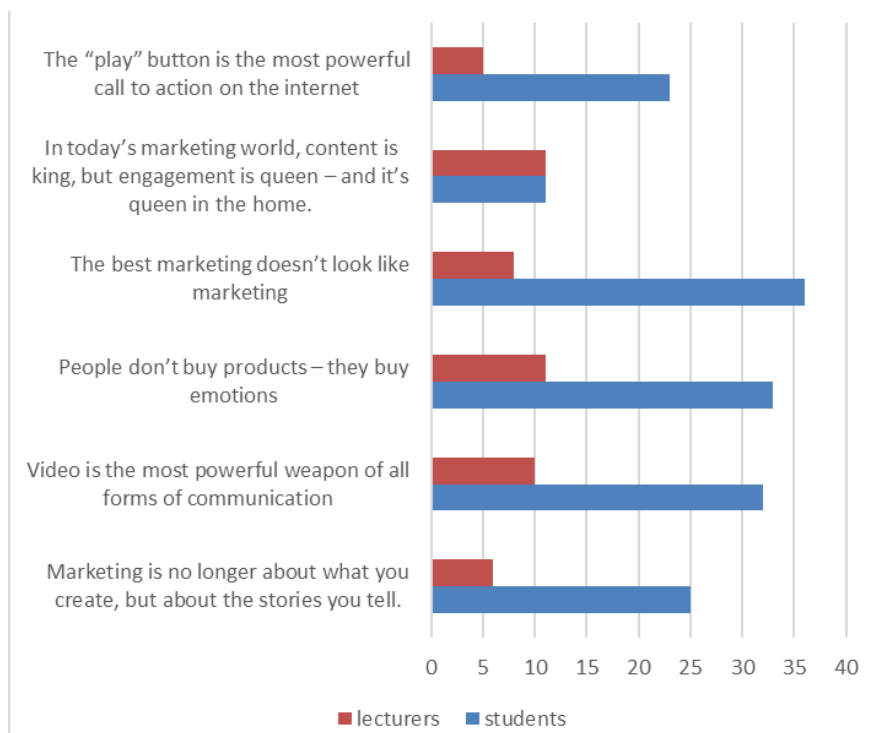
- 'People don't buy products – they buy emotions',
- 'Video is the most powerful communication weapon',
- 'The best marketing does not look like marketing'.

Respondents' indications confirm that films are helpful in understanding marketing problems, the congruence between emotional appeal in marketing and the use of video suggests that both teachers and students see video as a necessary tool to engage consumers and effectively communicate a brand story.

In summary, according to students, educational videos are considered helpful in understanding marketing, but the frequency of their use, should increase and their length should be reconsidered to ensure they are engaging and effective. Case study and commercial videos are the most valuable types of educational videos according to respondents. Students express a strong interest in digital and mobile marketing with an increasing focus on influencer and content marketing. Respondents widely embrace contemporary marketing philosophies, particularly the importance of storytelling, emotional connection and engagement in marketing campaigns. The data suggests that while videos are useful, there is room to optimise how they are used and their length, with a greater focus on engaging, shorter content to match students' preferences better.

The data show a positive correlation between the occasional use of videos and their perceived effectiveness in understanding marketing issues, however, the limited use leaves room for improvement, and many students feel that videos could be better used in class. The most helpful types of videos (case studies, commercial videos, expert lectures) correspond to the skills which students feel they are developing, particularly in areas such as analysis, creativity and problem solving. These films seem to be well oriented towards the learning outcomes of the marketing course. There is potential for their better integration

Fig. 9. Response to the question ‘Do you agree with the statement? – multiple choice.’



Source: own study.

in the course, the data suggest that improving the frequency, type and length of the films may further increase their impact on learning and engagement.

Summary

The work in marketing has changed over a dozen years. Michael O’Neill points out that:

over the past 12 decades, marketing has gone from the simple act of informing potential consumers about the existence of

a certain product to a complex web of interactions that take place in person, through print, over the airwaves and on social media²³.

According to Doug Shatter from “Forbes”, careers in marketing have seen significant growth over the past 10 years as organisations are increasingly concerned about increasing traffic to their websites and converting potential customers online – ‘there is a growing need for experienced and knowledgeable marketing professionals’²⁴.

The search for new, attractive and engaging didactic means, the use of films in the didactics of the marketing course is directly in line with the contemporary trend in education, which, as Medium.com currently sees, is a mixed form between the traditional and the modern model. Marketing classes are becoming more interactive through the passive and active use of film, engaging and effective in transferring knowledge²⁵. Videos are designed to increase engagement, dedicated to visual learners, their learning experiences inspire discussion and thus enrich educational process. The use of videos in the didactics of specialised subjects in marketing is justified by the ever-increasing popularity of video marketing and the authenticity of visuals in the marketing industry, experiential education as trends in education and the needs of talent in the labour market. As Raffia Shabbir points out, this type of education will concert the mastery of specific skills and knowledge at one’s own pace according to the idea and possibilities of personalised learning²⁶.

²³ M. O’Neill, *The Evolution of Marketing (Infographic)*, <https://www.brafton.com/blog/content-marketing/evolution-of-marketing/> (accessed 12.07.2024)

²⁴ D. Shaffer, *Top Marketing Careers: 9 Jobs In Marketing To Consider*, <https://www.forbes.com/advisor/education/business-and-marketing/careers-in-marketing/#:~:text=Career%20Paths%20in%20Marketing%201%20Marketing%20Specialist%20Marketing,Social%20Media%20Coordinator%20...%205%20SEO%20Specialist%20> (accessed: 12.07.2024).

²⁵ P. LeFleur, *The Exciting Future of Education: What to Expect in 2024*, <https://medium.com/work-without-borders/the-changing-face-of-education-new-learning-models-in-2024-480851bc00b6> (accessed: 12.07.2024).

²⁶ R. Shabbir, *The Future of Education: 8 Predictions for the Next Decade*, <https://educationise.com/post/the-future-of-education-8-predictions-for-the-next-decade> (accessed: 12.07.2024).

A survey of teachers and marketing students indicated that two issues are worth noting in the teaching process, according to respondents: the length and frequency of films, while the effectiveness of their use in the learning process is highly rated according to both students and teachers. The students' strong interest in digital marketing and content is in line with the perception that videos are a key tool in modern marketing. Their focus on video—for responding to stories and engaging emotionally, among other things—underlines the importance of video content in marketing education. It is worth noting that although the respondents (11 academic teachers, 43 students) in the conducted survey constituted a representative sample for the studied university, it would be beneficial to compare the indicated groups of respondents with other academic institutions. In addition, an analysis of the use of the film in marketing education in the context of other related fields of study such as management and forms of teaching can provide more precise conclusions regarding the effectiveness of the marketing teaching process.

The industry expects marketing specialists to have not only analytical skills but also technical competencies related to video content production. Key qualifications include knowledge of the principles of storytelling, skills in using video editing tools, but also basic knowledge of directing, formats and trends in social media.

Contemporary curricula include elements of film marketing, but there is still a need for greater integration of practical classes with film production technology. Universities should therefore consider, among other solutions, the introduction of interdisciplinary courses combining marketing, film and new media.

Effective teaching of film marketing requires a combination of theory and practice, which can be achieved through team projects, workshops with experts, case study analysis, internships and apprenticeships in learning digital tools.

Fostering individuality and creativity are the paths into which competence-based film education pursues. Learning marketing with film by analysing case studies, exploring the content and form of film material, as well as preparing the design process, creating video material and managing their content to achieve the best possible results pro-

vides the opportunity to acquire the practical competencies expected in the marketing industry.

Film plays a key role as a visual communication tool that engages audiences and builds a deeper emotional connection with a brand, in practical marketing it is used to build brand image, present products, and create viral campaigns that can quickly gain reach on social media. In education, film supports the learning of practical skills such as storytelling, creating brand value and understanding visual promotion techniques.

The marketing, advertising and promotion industry requires professionals to have the skills to create video content including knowledge of audiovisual techniques. Skills in the use of video editing software, the basics of animation and the ability to create short film forms adapted to social media are also valued.

The increased importance of visual media in marketing highlights the need to integrate film production into marketing and promotion education programmes. There is a demand for courses and practical workshops that cover video production, editing, special effects, and analysis of the effectiveness of film campaigns. Opportunities include university collaborations with the film and advertising industry, access to modern tools and equipment, and practical projects. Effective teaching of film marketing requires a combination of theory and practice, e.g. in the form of workshops in which students produce video projects for real market needs. Case studies that enable students to learn about effective film marketing strategies, collaboration with the creative industry, access to technological tools and teaching by professionals with professional experience are also important elements in the education of marketing professionals.

The research carried out, through the multi-faceted nature of the conclusions, lays the foundations for research on film marketing, which should focus on both labour market analysis and the effectiveness of teaching methods, in particular the analysis of the effectiveness of different video formats in education and the impact of film-based teaching on the development of practical skills. As a result of the research conducted and in response to the defined research objective and research questions, it should be clearly emphasised that film plays a key role as a marketing communication tool, enabling the building of audience en-

gagement, visualising brand awareness and effectively communicating the value of products and services. In marketing education, it is both a subject of analysis (e.g. advertising, storytelling, video marketing) and a practical tool for learning creative promotional strategies. Increasingly, study programmes include modules devoted to video marketing, content analysis, and film production tools and techniques. The structure of the marketing curriculum and the interrelationships between the various aspects of marketing allow for extensive use of video to support the acquisition of basic knowledge, as well as strategic and operational support or specialised training in advanced video production techniques and the application of technical innovations in marketing.

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