

Bridging Branding Theory and Digital Learning: A Conceptual Framework for Teaching Branding Equity Via Micro-Credential

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ABSTRACT

This conceptual paper examines how Customer-Based Brand Equity (CBBE) can be taught through micro-credential-based digital learning. Although CBBE is an important branding theory, many learners may understand the concept but struggle to apply it in real branding situations. At the same time, micro-credentials are becoming more relevant in higher education because they offer flexible, focused and skills-based learning. This paper proposes a conceptual framework that connects five micro-credential design elements, namely module structure, digital badge recognition, constructivist learning, learner autonomy and perceived career or industry relevance, with CBBE learning effectiveness. CBBE learning effectiveness is explained through cognitive, behavioural and affective outcomes. Cognitive outcomes refer to learners' understanding of key CBBE concepts such as brand awareness, brand image and brand resonance. Behavioural outcomes focus on learners' ability to apply CBBE through practical activities such as brand audits, positioning analysis and brand persona development. Affective outcomes include motivation, confidence and willingness to use CBBE knowledge in academic or professional contexts. The proposed study will use a questionnaire among undergraduate marketing students and working professionals. This paper contributes to marketing education by positioning CBBE as a digital learning framework that supports both theoretical understanding and practical branding competency.

Keyword: Micro-Credential, Branding, Brand Equity, Learning Effectiveness, Digital Learning

INTRODUCTION

In the knowledge economy education is increasingly regarded as the engine of competitiveness, innovation and lifelong employability. The fast pace of globalisation and disruption of technology has generated a need for education models that are flexible, scalable and responsive to the needs of industry. Estimates indicate that a considerable part of the workforce will need to be reskilled or upskilled in the coming years (Cramarencu et al., 2023).

The rapid growth of the digital ecosystem has forced higher education institutions to embrace novel, technology-driven learning paradigms to meet the increasing need for specialised skills acquisition (Ahsan et al., 2023). Micro-credentials serve as a responsive tool in this context to bridge the gap between academic theory and real industrial requirements, promoting lifelong learning and career adaptability (Alenezi et al., 2024). These credentials contribute to developing core skills to meet the changing demands of the contemporary workforce, by offering modular, flexible and focused learning pathways (Varadarajan et al., 2023).

Micro-credentials are particularly significant in the context of marketing education. Marketing is a rapidly changing field influenced by technical developments (e.g., AI, data analytics), changing customer behaviours, and global rivalry (Rathore, 2023). Traditional marketing curriculum are content-driven and, although important, they may not be sufficient to develop the critical thinking skills necessary for students to succeed in dynamic situations (Radford et al., 2015). Hence, graduates may be familiar with the branding frameworks but lack the opportunities to practise them.

While Keller's theory has propelled customer-based brand equity (CBBE) in higher education, gaps exist in understanding how micro-credential (MC) designs influence learner cognition and, in turn, institutional branding. Keller's CBBE model is fundamental to the understanding of how brands have created value through consumer perceptions. In higher education, MCs and digital badges are increasingly used to indicate learning and employability, but there is a need to explicitly connect MC design decisions to the specific workforce skills valued by employers, ensuring that these credentials provide verifiable evidence of expertise (Rami et al., 2023). Learners can compile a complete portfolio that matches their academic achievements with the precise needs of today's businesses through the gathering of stackable certificates (Saadah et al., 2024). Prior research has shown that open microcredentials, badge interoperability and industry alignment influence perceived credential value and institutional credibility, however, direct causal or mediating pathways to CBBE, through cognitive outcomes, need to be further empirically elucidated (West & Cheng, 2022; Bryson et al., 2016).

This lack of integration between theory and practice causes a research and practice gap: How may CBBE be taught to improve learner knowledge, application and professional relevance? While micro-credentials have been researched in fields such as information technology and education, there is limited empirical evidence on their application in specific subject domains such as marketing and branding (Orman et al., 2023). In addition, specific course design elements (e.g., modular structures, digital badges, constructivist learning, student autonomy) are still under-investigated regarding their effects. Therefore, research is needed to investigate the impact of design features of a CBBE micro-credential on the success of learning CBBE.

LITERATURE REVIEW

Customer-Based Brand Equity Learning Effectiveness

According to Keller's CBBE model, brand equity is the result of the power of brand knowledge, which is exhibited through brand awareness and brand image, and this then leads to consumer responses such as preference and loyalty. Education positions learners as customers and the certifications they obtain are strategic assets that increase their professional resonance and marketability. Beyond demonstrating skills, the branding benefits of microcredentials are amplified when learners strategically use these digital assets on professional social networks, establishing a public signalling system that attracts peer endorsements and broader industry recognition (Fanfarelli et al., 2015). By deliberately curating these badges in a story-based portfolio, learners may transform disparate, skill-specific achievements into a coherent, tangible professional identity that is both credible and adaptable to the evolving requirements of today's workforce (Bean et al., 2023).

In MC ecosystems, cognitive outcomes are the proximate drivers of these brand signals, as knowledge, skills and metacognitive capabilities support the ability of learners to synthesise heterogeneous learning experiences into a cohesive and marketable professional profile. These credentials enable individuals to document granular competence and thereby communicate specific competencies to gatekeepers who recognise and respect such industry-aligned evidence (West & Cheng, 2022). Further, the visual presentation of a set of gained badges assists the learners to develop a comprehensive image of their professional accomplishments, which is useful in pointing to their marketability to potential employers (Msweli et al., 2022).

Cognitive Outcomes as the Central Learning Effectiveness Construct

Cognitive outcomes involve knowledge and skills increases, decision-relevant transfer to practice, and metacognitive progress. The literature highlights that MCs are able to translate these objectives into competency-

matching content, portfolio evidence, performance tests, and verified badge metadata that describe cognitive achievement (West & Cheng, 2022), (Clausen, 2021).

This involves the capacity to identify and describe major phases of the model that include salience (brand awareness), performance (functional quality), imagery (symbolic connections), judgements (consumer evaluations), and resonance (deep brand loyalty) (Cross et al., 2023). Research in marketing education suggests that digital tools boost students' comprehension of difficult branding theories when used alongside structured theoretical frameworks (Duber-Smith et al., 2023).

Global brand attitude, strength of preference, brand knowledge and brand heuristics are significant in defining CBBE (Punj & Hillyer, 2004). These components are interconnected, with brand heuristics acting as a mediator between global brand attitude and brand knowledge and strength of preference (Punj & Hillyer, 2004). Moreover, the cognitive processing dimension is another factor of client brand engagement that has a major impact on online brand experience, satisfaction, and loyalty (Metilda & Rose, 2020). Brand trust and brand satisfaction, which are cognitive dimensions of brand relationships, are important drivers of behavioural intentions and brand loyalty (Giovanis & Athanasopoulou, 2017). Therefore, cognitive outcomes are critical to assess and improve CBBE, which offers a holistic view of customer perceptions and behaviours.

Behavioral Outcomes as Components of MC Learning Effectiveness

Effective branding education is not just about knowing theoretically but also about applying information in practice. Behavioural outcomes are brand audits, points-of-parity and points-of-difference, and positioning strategies developed based on the CBBE model. Applied learning makes sure that students are able to connect the dots between classroom theory and industry application, a problem noted in traditional higher education (Yusuf et al., 2024). Behavioural outcomes include the learners' ability to exhibit CBBE knowledge through visible branding jobs and applied performance. Behavioural outcomes in this study include the ability to do a simple brand audit, identify points-of-parity and points-of-difference, evaluate brand positioning, map the brand persona, analyse brand associations, and provide branding recommendations using the CBBE framework. This dimension is required since micro-credentials are often associated with competency-based and evidence-based learning rather than passive exposure to content (Ahsan et al., 2023).

The behavioural dimension is also reinforced by the online learning engagement literature. Wang et al. (2025) created a paradigm for online learning behavioural engagement and correlated online learning behaviour indicators with academic success. In their study, behaviour such as participation, access to resources, concentration, interaction, challenge and self-monitoring was found as important indicators of behavioural engagement. Similar behavioural markers may be seen in learners' completion of branding activities, submission of applied tasks, involvement in case-based discussion and capacity to exhibit brand analysis results in a CBBE micro-credential.

Furthermore, study of CBBE involves behavioural interpretation as brand equity is apparent through customer response and involvement. Cambra-Fierro et al. (2021) explored CBBE and customer engagement in experiential services, proposing a chain of effects where CBBE affects engagement through satisfaction and consumer reputation. Ferreira et al. (2022) discovered that brand experience impacts brand equity via brand love and Qiao et al. (2022) demonstrated the mediation function of brand resonance and affective commitment in enhancing CBBE. The research imply that learners should be able to assess behavioural brand outcomes including loyalty, advocacy, repurchase intention, engagement and customer referral as practical implications of brand equity.

Behavioural outcomes in this study could be operationalised through assessment activities such as brand audit reports, POP and POD analysis, brand persona mapping, brand resonance assessment, competitor comparison and short strategic suggestions. These tasks are in line with the competency-based logic of micro-credentials, as they enable learners to show what they can do with CBBE knowledge (Ahsan et al., 2023; Valentyna et al., 2024; Varadarajan et al., 2023). Strong behavioural outcomes suggest that learners are able to adapt brand equity theory into branding practice.

Affective Outcomes and Learning Effectiveness with Micro-Credentials

Affective outcomes relate to motivation, confidence, satisfaction, curiosity, perceived value and desire to employ CBBE information from learners after they complete the micro-credential. This factor matters because the efficacy of digital learning is not solely a function of cognitive mastery or task completion. Research on online higher education has found that motivation, self-efficacy, emotional involvement, satisfaction and perceived usefulness are associated with learners' persistence and perceived learning success (Abdullah et al., 2024; Dai et al., 2024; Doo & Kim, 2024; Xu et al., 2022; Yuan et al., 2025).

Affective outcomes such as learner motivation, engagement, and confidence in applying CBBE concepts are also part of learning effectiveness. Learners are more motivated to complete courses and put information in practice when they find content relevant to their careers (Pham et al., 2021). Affective engagement is particularly important in digital learning, where drop-out rates are often greater than in face-to-face courses (Händel et al., 2020). Brand love and emotional commitment are affective effects that contribute to the strengthening of brand equity. Brand experience elements such as sensory, intellectual, affective and behavioural significantly trigger emotional emotions such as brand love which in turn enhances overall brand equity (Ferreira et al., 2022). Furthermore, product perceived value has an indirect effect on CBBE through consumer affective commitment and brand resonance, implying that emotional bonds are key to bolstering brand equity (Qiao et al., 2022). Emotional impulses offered by a brand such as satisfaction and customer reputation directly affect consumer engagement and brand equity (Cambra-Fierro et al., 2021). Affective outcomes are therefore important measures for analysing the success of CBBE learning procedures. In essence, the measurement of CBBE learning efficacy will include not only knowledge gains but also the ability of learners to apply concepts in branding situations and their motivation to apply this knowledge in professional or academic settings.

Doo and Kim (2024) meta-analysis is particularly relevant as it found that the association between learning engagement and learning outcomes was positive, and that the affective domain had a greater effect size than the cognitive and behavioural domains when learning domains were examined. This supports the inclusion of affective outcomes in the proposed framework since learners who are confident, interested and emotionally involved may be more likely to finish the micro-credential and use the learning outside of the course. Dai et al. (2024) revealed that motivation, learning strategies and self-learning efficacy impacted satisfaction with online learning results, indicating the importance of internal learner states in explaining online learning success.

Affective effects are as significant inside the philosophy of branding itself. Keller (2020)'s CBBE model contains brand feelings and brand resonance, which recognise the importance of emotional responses and psychological attachment in developing strong brand relationships. Qiao et al. (2022) empirically proved that customer affective commitment mediators between perceived product value and CBBE, while Ferreira et al. (2022) found that brand love mediates the association between brand experience and brand equity. These findings warrant training learners to understand emotional brand responses as part of CBBE as well as justify monitoring learners' own affective response to the learning experience.

Micro-Credentials Customer-Based Brand Equity Design Elements

Effective integration of these credentials requires aligning specific instructional features with established brand equity dimensions, such as brand awareness, perceived quality, and institutional loyalty (Ahsan et al., 2023). By emphasizing transparency in skill acquisition and pedagogical standards, institutions can bridge the gap between academic intent and employer assessment, thereby reinforcing the perceived value of their credentialing programs (Desmarchelier & Cary, 2022). Furthermore, ensuring that course design is both rigorous and transparent serves as a critical signaling mechanism, which mitigates concerns regarding the quality of learning outcomes (Ha et al., 2022; Reed et al., 2024).

Micro-Credentials Module Structure

Micro-credentials are brief, stackable modules of specialised competencies. The modular approach is advantageous in that it decomposes complicated knowledge into manageable chunks, alleviating cognitive

overload and facilitating incremental mastery of concepts (Ralston, 2021). Modularity in branding education allows learners to first understand basic concepts such as brand salience before progressing to higher-order phases such as resonance. Research shows that modular courses result in greater learner satisfaction and lower dropout rates than typical semester-long courses (Varra & Hanna, 2025). The content, learning outcomes and assessment techniques of these modules are major elements in moulding customer attitudes and brand equity. For instance, the modularity of micro-credentials enables flexibility and customisation, which may result in greater perceived quality and brand loyalty for learners (Keengwe, 2020). Moreover, the use of digital credentials allows for sharing and validation, which enhances brand trust and equity (Alario-Hoyos & Kloos, 2023). Institutions may develop and maintain their brand equity efficiently and ensure good consumer reactions and strengthen their competitive advantage in the education market with well thought-out micro-credential modules (Alario-Hoyos et al., 2023; Keoy et al., 2023).

Digital Badge Recognition

Digital badges are motivational tools as well as credentials of achievement. They offer learners with concrete recognition for the completion of each module, improving persistence and engagement (Risquez et al., 2023). Research indicates that badges act as extrinsic motivators, motivating learners to perform tasks, while also supporting internal motivation by providing a sense of achievement for learners. Significantly, badges can be showcased on digital professional sites like LinkedIn, enhancing learners' employability and professional visibility. The usage of badges in micro-credential implementation is commonly seen as a way to solve the problem where participants would not be able to clearly see or experience acknowledgement and achievement after finishing the whole course (Gregg et al., 2022; Lim et al., 2018).

The addition of digital badges may also provide learners with the opportunity to construct a stronger professional identity; by exhibiting such credentials on professional platforms, learners may view the learning experience as an integral part of their overarching career trajectory. Gamage and Dehideniya (2025) suggest that micro-credentials can enhance employability and professional advancement when they provide focused, flexible pathways for gaining industry-relevant skills (Gamage & Dehideniya, 2025). This is especially important in branding education, as students and professionals typically require proof of strategic marketing competence. A badge-backed Customer-Based Brand Equity (CBBE) micro-credential can assist learners show they have exercised the skills employed in brand planning, not only taken a marketing topic.

Constructivist Learning Approach

A constructivist perspective emphasises that learners actively generate meaning via experience, reflection and interaction with challenges rather than passively accepting knowledge. This methodology is especially relevant for Customer-Based Brand Equity (CBBE) as brand equity is an abstract and indirect construct. Consumers infer brand equity via consumer responses, communication cues, product experiences, symbolic meanings, and competitive positioning. Thus, a constructivist micro-credential can demand learners to work with genuine or realistic brand situations, assess evidence and justify their conclusions.

The path of marketing education is also congruent with constructivist learning. The same holds true for teaching Customer-Based Brand Equity (CBBE). Rather than requiring learners to replicate Keller's methodology, the course can have students analyse a brand's equity using social media content, user evaluations, advertising materials, and competition positioning. This motivates learners to apply CBBE as an analysis tool.

Good real assignments. They connect theory with real industry demands. A learner might be asked to compare two rival brands, identifying how each promotes salience, performance associations, visual associations, judgements, feelings and resonance. Another exercise may challenge learners to develop a brand persona from consumer meaning and then relate the persona to positioning decisions. Such exercises are representative of how branding decisions are actually made: through interpretation, comparison and strategic judgement. Among the course-level elements that enable effective online higher education are challenging and authentic learning activities (Khodabandelou et al., 2025).

Constructivist design also enhances retention. Learners are more likely to remember the CBBE, if they used it to address a branding problem. For example, a student who studies why a local café has excellent brand imagery but weak resonance may understand the difference between recognition, meaning and loyalty better than a student who simply reads a textbook explanation. Therefore, the constructivist learning technique is projected to enhance the learning efficacy of CBBE, by translating the abstract theory into practical brand reasoning.

Learning Autonomy

Learner autonomy is an important feature in adult education. Self-paced and asynchronous formats enable

learners to align their study schedules with their personal or professional responsibilities, therefore lowering obstacles to participation (Knowles et al., 2020). Research reveals that self-directed learners demonstrate greater motivation, contentment, and resilience in completing online courses (Händel et al., 2020). In this study, autonomy will be described as learners' perceived control over the learning process and their capacity to manage time efficiently.

Research in marketing education also emphasises the advantages of self-guided online learning. Self-directed online learning is a chance for deeper engagement when learners may regulate their learning rhythm and review the information (LaTour and Noel 2021). This is useful for CBBE as learners frequently need repeated exposure to conceptual distinctions. For instance, students who have had less experience to the industry may not readily recognise the distinction between brand performance and brand imagery. Self-paced learning helps learners to review examples and get a firm grasp before undertaking practical tasks.

Autonomy cannot be isolation at the same time. The online learner may get disengaged due to a lack of feedback, social presence, or explicit expectations in the course. A CBBE micro-credential should therefore blend autonomy with scaffolding. Learners may choose the brand they will evaluate, however, the analysis should be directed by a rubric. They can work through modules at their own time, however each module should contain checkpoints. They may think so on their own, but comparing or discussing with peers can help them comprehend how the different companies produce diverse equity patterns." Thus, learner autonomy is expected to help the effectiveness of CBBE learning when it is developed as guided self-direction rather than full independence.

Perceived Relevance to Career or Industry

Perceived relevance of content for professional or academic contexts has a substantial influence on learner motivation and persistence. Relevance is especially crucial to marketing education because branding is an applied profession that demands direct application in industry (Pham et al., 2021). If learners feel that the CBBE micro-credential will be beneficial for their professional development, they will be more engaged in the content, which will result in better outcomes. Relevance has been found to be a motivator and predictor of learning performance in digital education (Schindler et al., 2023). Micro-credentials have been widely recognised for their capacity to enhance employability and assist career development by offering focused, adaptable, and accessible learning experiences that foster continuous professional growth (Gamage et al., 2023). Their usefulness is especially apparent when the skills gained are directly relevant to targeted career routes or industry needs. Micro-credentials that display the learning of practical and industry-relevant skills are perceived as more useful by employers than those that only validate course participation. This emphasis on mastery permits a more detailed incorporation of metadata, including precise criteria and proof, which allows hiring committees to evaluate the tangible impact of a candidate's learning (Selvaratnam & Sankey, 2021; Young et al., 2019). Therefore, this transparency contributes to reducing information asymmetries as it enables recruiters to learn about a candidate's real competencies and not only their degree titles (Stanelytè, 2026).

Studies on human resource professionals show that micro-credentials are seen positively when they denote measurable talents and are clearly linked to job requirements. Moreover, when industry stakeholders accept these credentials as credible markers of proficiency, they increase the learner's total value perception and career mobility (Gauthier, 2020). Such recognition leads to a feedback loop, where the signalling strength of verifiable badges directly improves both career exploration and job search efficacy (Ha et al., 2022; Kiiskilä et al., 2023).

However, micro-credentials can be useful instruments for workforce development and professional advancement. However, the efficacy of these credentials depends greatly on the amount to which employers perceive, evaluate and trust the learning results they reflect. Thus, while micro-credentials provide intriguing avenues for career and industry development, employer adoption is a major determinant of their overall impact on employability and professional advancement.

CONCEPTUAL FRAMEWORK

The framework proposes the micro-credential structure as a structured learning pathway and the digital badges as visual representations of learners' accomplishment. The framework, grounded on concepts of constructivist learning, particularly learning by doing, enables students to adopt a more pragmatic and experiential approach to applying the theory of Consumer-Based Brand Equity (CBBE). Learner autonomy contributes to flexibility in the learning process; industrial relevance provides a relevant context and purpose for completing the course. Instead of separating these components, it is predicted that their integration will improve the overall efficacy of students' learning in comprehending and applying CBBE.

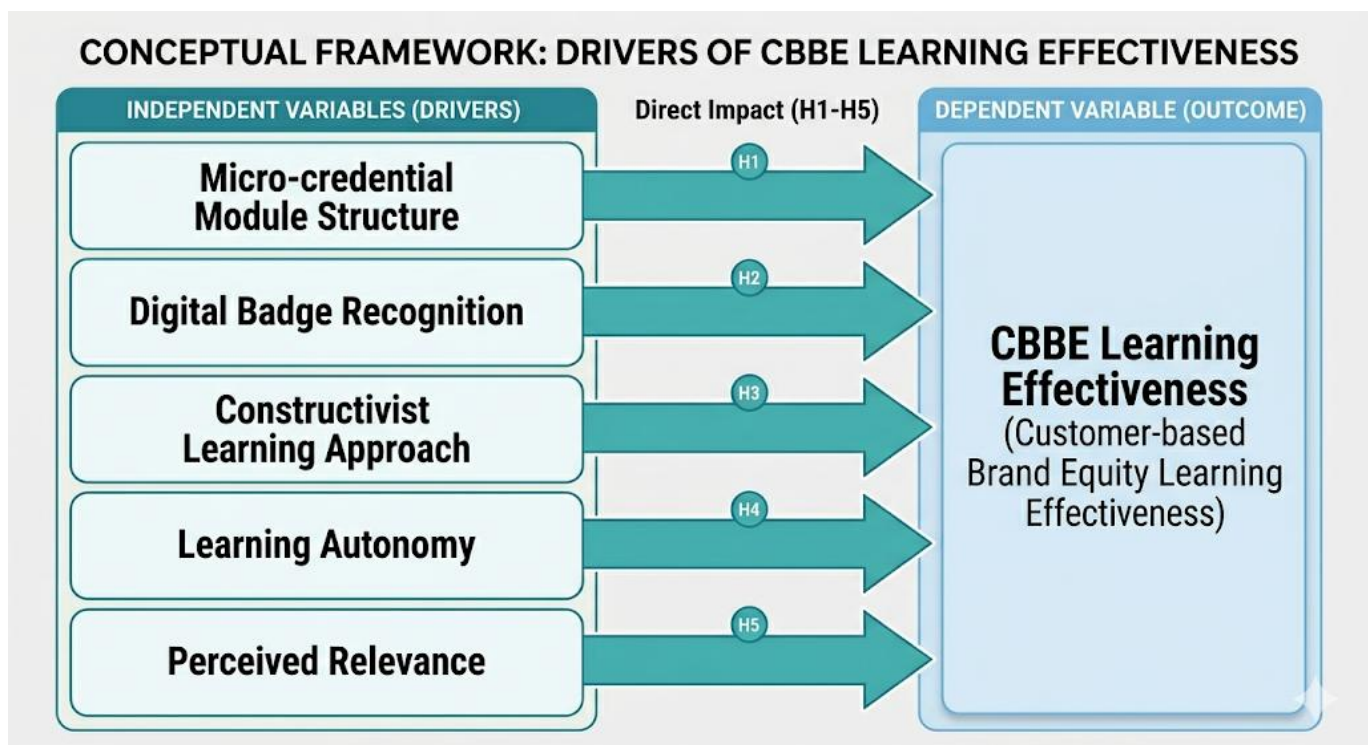


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

Population and Sampling

The study is conducted on the undergraduate marketing students and working professionals who have enrolled for the CBBE course. This group will be picked because they already have a good grasp of marketing essentials and want to hone their branding skills. Purposive sampling ensures the correct background of the participants to deliver insightful answers. In order to assure the statistical validity of the analysis, the study will include at least 150 respondents, as suggested by Hair et al. (2022).

Data Collection Instrument

The study is performed on undergraduate marketing students and working professionals enrolled in the Consumer-Based Brand Equity (CBBE) course. This participant group was selected, as they are likely to have an interest in improving their branding related competencies and have a base knowledge of marketing. A

purposive sampling strategy will be used to guarantee that the participants have the proper academic and professional background to deliver relevant and meaningful responses. Following Hair et al. (2022), the study will try to recruit a minimum of 150 respondents to support the appropriateness of the sample size and the statistical robustness of the analysis.

Data Collection Procedures

A standardised questionnaire will be used in the study. The questionnaire will be distributed digitally using Google Form. The questionnaire is measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The tool consists of 30 items representing the independent variables such modular design and digital badge recognition and 10 items to measure the effectiveness of students' learning in Consumer-Based Brand Equity (CBBE). Before distributing the questionnaire in the main study, a pilot test will be conducted with 30 participants to examine the clarity, internal consistency and overall suitability of the measuring questions. The technique of pilot testing is likely to improve the validity and reliability of the research instrument.

Data Analysis

The links among the proposed constructs will be tested using SPSS and/or SmartPLS for analysis of the data. The first step of the analysis will be to describe the respondents' demographic profiles using descriptive statistics. Reliability will be investigated using Cronbach's alpha and composite reliability to test the internal consistency of the measurement items. Then, the construct validity will be examined using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The final stage is to use multiple regression analysis to test the degree of the independent variables in predicting the efficiency of Consumer Based Brand Equity (CBBE) learning. We expect these analytical approaches to provide empirically grounded insights into the role of course design features and perceptions of learners in improving CBBE learning efficacy in a micro-credential-based learning environment.

Expected Contribution

The paper is expected to contribute to the theory by moving the discourse of consumer-based brand equity (CBBE) from a brand management model to a digital learning framework. Existing brand equity literature tends to focus on how consumers respond to brands, while micro-credential literature is more concerned with institutional acknowledgement of short-cycle learning. In this study we create a bridge between the two areas with the question of how a consumer-based branding theory may be translated into a competency-based digital course. In conclusion, the approach presented here potentially provides a basis for future empirical studies that might examine whether module structure, badge recognition, constructivist learning, learner autonomy and perceived relevance predict consumer-based brand equity (CBBE) learning efficacy.

The current paper also aims at contributing to the subject of marketing education. Responding to Grewal et al.'s (2024) call for marketing educators to modify core ideas for the technology-augmented marketing era (Grewal et al., 2024), this study explains how a foundational branding concept can be modified for digital, flexible, and practical learning. The main contribution is not portrayed as the substitution of theoretical frameworks with simple skill development, but rather the deliberate alignment of academic tenets with actual learning data. In this way, the framework may contribute to developing a more practice-oriented pedagogy of brand equity, while without losing conceptual rigour.

CONCLUSION

The current literature evaluation reveals that the pedagogical design of micro-credentials to teach Customer-Based Brand Equity (CBBE) is conceptually relevant and effective as long as the credential is focused on consistent learning evidence. CBBE though a powerful branding framework its usefulness for educational purposes seems to be dependent on the ability to use it by learners. Although the model can be presented through traditional lecture-based delivery, such approaches may be inadequate for the development of applied brand strategy competency. This constraint can be overcome by the introduction of micro-credentials that organise

CBBE into granular learning modules, include authentic brand tasks, offer digital badge recognition, enable learner autonomy, and connect the learning experience to industry relevance.

The learning efficacy of CBBE in the proposed paradigm is a multifaceted consequence of cognitive understanding, behavioural application and affective preparation. This conceptualisation seems important, as a branding micro-credential should not only certify completion; it should validate that learners can explain CBBE, apply it to realistic brand circumstances and exhibit professional preparedness. The paradigm potentially enables a more credible model for digital branding education, where theory is not diluted, but turned into demonstrable competency.

The research looks to contribute to the growing topic on micro-credentials by broadening the discussion to marketing and branding education, showing that tools are more than short courses for generic skill development. They can also provide support for the teaching of difficult theoretical frameworks when course design is connected to learning outcomes, assessment evidence and professional relevance. Future studies can experimentally test the proposed framework with undergraduate marketing students, postgraduate learners and working professionals to find out the design features that have the biggest impact on CBBE learning efficacy.

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