

Understanding the essence of immersive marketing for educational services and knowledge transfer

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Abstract. The article deals with the creation of educational immersive marketing models. The concept of immersive marketing involves multi-vector interaction of internal and external stakeholders at the stage of creating a "wrapper" of an educational program. Immersive marketing is implemented from inside the university with the help of influencers (students who are involved in the joint preparation of educational scenarios in a virtual or real interactive environment), as well as from the outside due to the participation of external stakeholders in the formation of the image of the educational program. The paper analyzes various marketing mix models, marketing "tips" for Gen Z, Gen Z, and Gen Alpha, as well as the possibilities of creating an interactive educational environment in the era of total digitalization. Elements that provide immersive knowledge transfer in attracting potential customers of educational services are selected from marketing mix models, marketing "tips" and characteristics of the educational environment. The "Mix – Tips – Transformation" (MTT) approach was proposed, which was transformed into the concept of immersive marketing "Emotions – Feelings – Senses – Environment" (EFSE). The concept of immersive marketing EFSE allows you to cover all vectors of interaction between the stakeholders of the educational program and offer a multi-level model of immersive marketing. The effectiveness of the EFSE model and its elements (including the multidimensional immersive marketing model) can later be confirmed or refuted by the results of surveys and performance testing along the "unit testing – quality control – quality assurance" chain.

1 Introduction

Marketing of educational products is a specific niche in which tangible changes occur almost every year. The changes are due to the emergence of new requirements for educational programs, the introduction of a new paradigm of external accreditation from the

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National Agency for Higher Education Quality Assurance (NAQA), the improvement of internal education quality assurance systems, etc.

In addition, it is crucial to analyze the needs and requests of potential consumers of educational services. For example, data [1] shows that “students, like other young people, are addicted to their gadgets. Millennials spend an average of 2.5 h on social media; according to other sources, teenagers use an average of nine hours of entertainment media per day and then spend nine hours a day with digital technology. Thus, the effective self-learning of students is also connected to devices”. There are other features of the millennial generations (Gen Y), Gen Z, and Gen Alpha that need to be considered when developing an education marketing strategy. The concept of entering educational services into the market is multifaceted, encompassing not only a robust marketing strategy but also intertwining with various vital aspects such as ecology [2-12], economics [13-24], financial development [25-30], entrepreneurship [31-39], and management [40-49]. A comprehensive approach that incorporates sustainability, aligning with the goals of sustainable development [50-51], becomes imperative. This involves assessing and mitigating the environmental impact of educational services, promoting eco-friendly practices, and integrating ecological considerations into the overall strategy. Economic factors play a pivotal role in shaping the entry of educational services. An in-depth analysis of economic trends, both locally and globally, is crucial for understanding the market dynamics. Consideration of financial development [52-60] is paramount, involving a keen evaluation of funding sources, investment opportunities, and financial sustainability to ensure long-term success in the competitive educational landscape. In the realm of entrepreneurship, the entry of educational services into the market demands innovative and enterprising initiatives [61-78]. Encouraging an entrepreneurial mindset within educational institutions can foster creativity, adaptability, and the ability to seize emerging opportunities. Developing partnerships with businesses and fostering an entrepreneurial spirit among students contribute to a dynamic and responsive educational ecosystem. Digitalization is a key enabler in the contemporary educational landscape [79-85]. Embracing technological advancements [86-94] is essential for staying relevant and competitive. Integrating digital tools and platforms enhances the learning experience, facilitates efficient management, and expands the reach of educational services. Moreover, the digital transformation contributes to environmental sustainability by reducing the need for physical resources [95-100]. Effective management is a linchpin in successfully entering the educational services market [101-107]. Various forms of management in the educational field, ranging from strategic planning to operational efficiency and quality assurance [108-111] are critical components. A well-structured and adaptive management framework ensures the seamless execution of the marketing strategy, aligns educational offerings with market demands, and enhances overall organizational effectiveness [112-120]. The establishment of "university-business" communications is a pivotal outcome of the educational and scientific implementation of learning outcomes [121-130]. Bridging the gap between academia and industry through collaborative initiatives enhances the relevance of educational programs, fosters research and development, and cultivates a workforce that meets the evolving needs of the job market [131-143]. A feature of the marketing of educational services is the multi-vector interaction of potential customers and the scientific, educational, and industrial complex "university". In addition to the marketing activity of the university to promote educational services to the market, the positive image of the educational program is formed by the students and graduates themselves. This process is realized thanks to the immersion of students in the joint preparation of educational scenarios, the use of new interactive teaching methods, etc. Students form the “face” of the educational program and are themselves its promoters (influencers). Also, the immersion of applicants is carried out due to new methods of involvement in the educational program at

the stage of the university's promotional campaign. External regulators of the quality of educational programs also influence the marketing strategy. For example, transparency and publicity are one of the criteria for evaluating an educational program in the NAQA accreditation examination. Discussion of the structure of educational programs with employers, work in social networks, and non-standard methods of public presentation of educational programs (for example, campaign posters with augmented reality) are an incomplete list of tools for promoting educational services.

As can be seen from the description above, immersive tools accompany the process of promoting an educational product at several stages. In this paper, an attempt to create an immersive marketing model based on the concepts of the marketing mix is made, taking into account the characteristics of the audience of potential customers of educational services (applicants) and the features of building education models.

2 Literature Review

The marketing mix concept is a well-known and effective method of attracting potential customers through a comprehensive impact on them in time and space [144]. The concept has evolved from the 4Ps to various combinations and separate approaches [145]. An analysis of the data in Table 1 shows that the evolution of marketing mix models has led to the fact that it is now difficult to find a parameter that is not considered when promoting a product to the market. Marketers went further and, in addition to using marketing mix tools, created “tips” to work with different generations (Table 2). Considering that potential educational services (educational programs) customers are Gen Y, Gen Z, and Gen Alpha, Table 2 describes “tips” only for these generations.

Table 1. Marketing mix models and their combinations (based on data [146-163] analysis)

Mix	Content
4P	Product, price, promotion, place
5P	4P + packaging or perception
6P	4P + public opinion, politics
7P	4P + people, process, physical evidence (physical environment)
8P	7P + pace
12P	8P + permission, paradigm, pass along, practice
nP	12 P + public relations, proof, personal selling, public opinion formation, purchases, partners, personalization, programs, performance
4A	Addressability, accountability, affordability (awareness), accessibility
4B	Blazing, brevity, brave, budget
4C	Customer, cost, convenience, communications
6C	4C + content, community
7C	Corporation, commodity, cost, channel, communication, consumer, circumstances
4D (1)	Database management, design, direct marketing, differentiation
4D (2)	Data, device, digital platforms, design,
4E (1)	Experience, engagement, exclusivity, emotions
4E (2) or 5E	Economy, exclusivity, experience/engagement, emotions
4E (3)	Experience, everywhere, exchange, evangelism
7F	Face, freebies, Facebook, function, flexibility, fulfillment, frustration
3G	Gender, geography, generation
5M	Market, merchandise, message, media, MarTech

7R	Research, rates, resources, retailing, reliability, reward, relationship
4T	Target, tactics, transact, track
5T	Total strategy, techniques & processes, tracking & predictive modeling, technology, talent
7T	Triggers, tactics, timeline, talent, tell tales, transition, truths
3V	Volume, variety, value (veracity)
4V	3V + velocity
5W	What? Who? Why? When? Where?
6W or 5W-1H	5W + How?
12P +4A	–
2P + 2C + 3S	Personalization, privacy, customer service, community, site, security, sales promotion

Taking into account the fact that in this work we are talking about educational marketing, it is valuable and important to know the methods of involving existing customers and students (as Table 2 shows, this involvement is a necessary condition for a successful marketing strategy) in the process of forming the image of an educational program for potential customers.

Table 2. Marketing “tips” for Gen Y, Gen Z, and Gen Alpha (based on data [164-166] analysis)

Generation	“tips”
Gen Y	<ol style="list-style-type: none"> 1. Prioritize mobile-first marketing. 2. Remember that brand values matter. 3. Prioritize experiences over entertainment. 4. Be authentic. 5. Use visuals. 6. Maintain your blog. 7. Offer incentives. 8. Make inbound marketing informative.
Gen Z	<ol style="list-style-type: none"> 1. Create channel-specific content. 2. Keep it short. 3. Use video – a lot. 4. Champion authenticity. 5. Be transparent and accountable. 6. Go to the influencer. 7. Invite Gen Z to participate in your marketing. 8. Get everyone to create. 9. Be fun and adventurous. 10. Leverage user-generated content. 11. Don’t abandon omnichannel marketing.
Gen Alpha	<ol style="list-style-type: none"> 1. Embrace the power of visual and interactive content. 2. Prioritize authenticity. 3. Incorporate sustainability and social responsibility. 4. Utilize influencer marketing and gamification.

Table 3 lists some examples of such techniques. They consider the peculiarities of work in the era of digitalization of education, lifelong learning, etc.

Table 3. Description of digital and educational transformation processes (based on data [167-170] analysis)

Title	Description
7 T's of digital transformation	1. Team. 2. Tolerance. 3. Timeline. 4. Digital transformation is not an IT problem, it is a business problem – this is almost always confused at the executive/board level. 5. Testing. 6. Tactics. 7. Tracking.
4 E's of the learning cycle model for exploring life	1. Engage. 2. Explore. 3. Explain. 4. Evaluate.
4 E's of a modular framework for continuous learning (1)	1. Education. 2. Experience. 3. Exposure. 4. Environment.
4 E's of a modular framework for continuous learning (2)	1. Exposure. 2. Experience. 3. Expertise. 4. Embedding.

After analyzing the data in Tables 1-3, the following conclusions can be made in the context of educational marketing:

1. From a huge number of marketing mix models, choosing the only effective one will not be possible. A combination of marketing mix models is required.
2. To describe the mix approach in immersive marketing, it is necessary to select elements from existing models and create an original model.

In [1], a multidimensional model of an immersive educational environment is presented, which can be modified for the case of immersive marketing.

The conclusions mentioned above form the purpose of this work.

3 Research Methodology, Results and Discussion

MTT approach in describing immersive marketing. This paper proposes the “Mix – Tips – Transformation” (MTT) approach to describe a complex model of immersive marketing, taking into account the well-known mix marketing approaches, the peculiarities of the perception of educational services Gen Y, Gen Z and Gen Alpha, and the peculiarities of the interactive transformation of the educational environment. This approach will enable multi-vector interaction between potential customers and the scientific, educational and industrial complex "university". For the first stage of the formation of the mod approach, from the existing marketing mix models (Table 1), we will single out those that relate to the phenomenon of immersion (involvement). The results of the selection are shown in Figure 1. The second stage, the analysis of different generations' preferences in assessing service quality (Table 2), is shown in Figure 2. The third stage is presented in Figure 3 and is the result of choosing parameters relevant to immersive marketing from Table 3.

It should be noted that the choice in Figures 1-3 is subjective and is dictated by belonging to the methods of interactive work (involvement) of internal and external stakeholders in immersive marketing. From a set of marketing mix tools, “tips”, and ways

to activate the educational process (as one of the immersive marketing tools), the concept of immersive marketing is formed and presented in Figure 4.

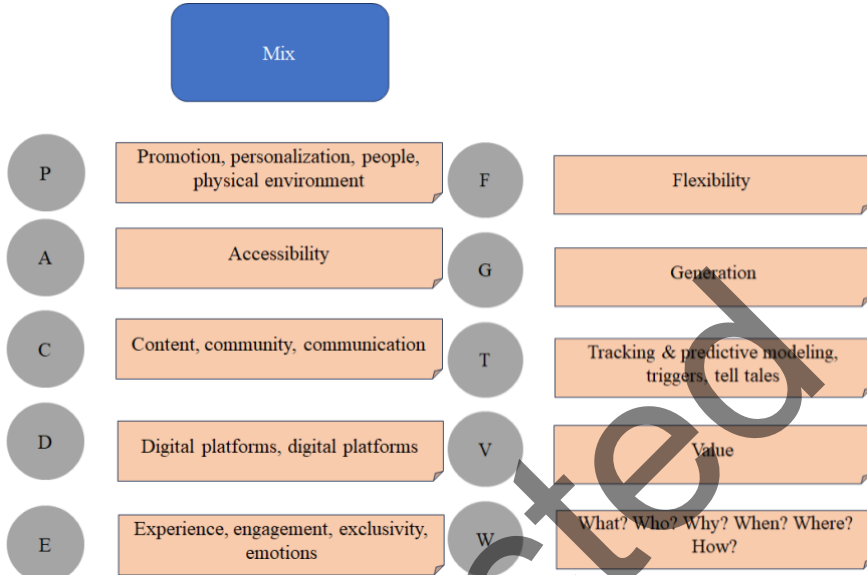


Fig. 1. MTT approach: stage “Mix”

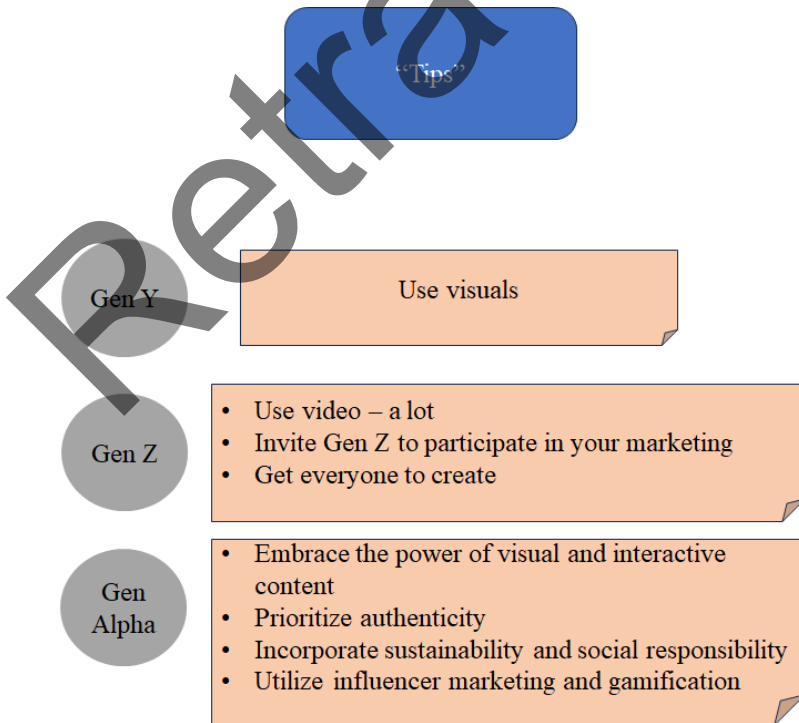


Fig. 2. MTT approach: stage “Tips”

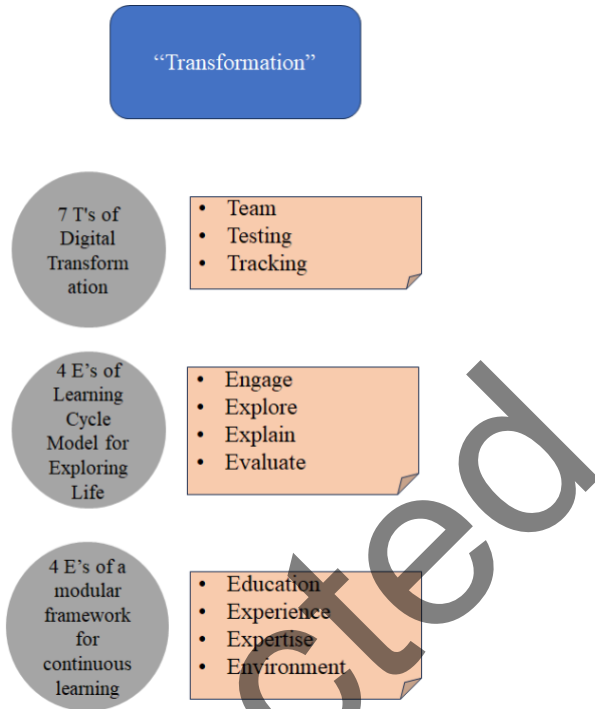


Fig. 3. MTT approach: stage "Transformation"

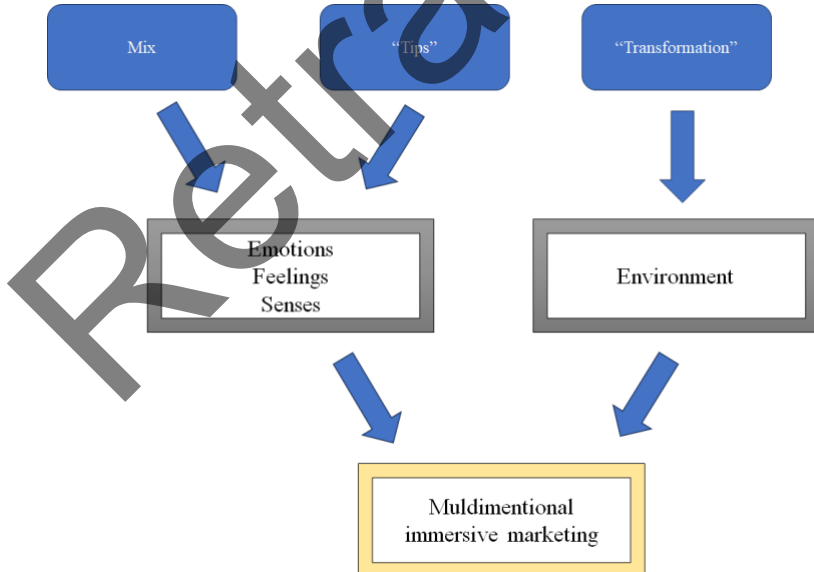


Fig. 4 The concept of immersive marketing EFSE

The concept of immersive marketing EFSE allows you to cover all vectors of interaction between the stakeholders of the educational program and offer a multi-level model of immersive marketing.

Multidimensional model of immersive marketing.

The multidimensional model of an immersive university, described in [1], can be developed and adapted to promote educational programs. This model shows how students are involved

in the collaborative preparation of educational scenarios. The model satisfactorily describes one of the vectors of immersive marketing (forming a group of influencers who will create the image of an educational program from within the university) but requires clarification and modification to expand "immersiveness". An attempt to adapt the immersive university model for immersive marketing is shown in Figure 5. The main goal of immersion in marketing is to create an environment for meeting internal and external stakeholders of the educational program. This interactive and dynamic environment constantly transforms depending on the stakeholders who currently "sell" and "buy" the educational program.

Immersive marketing model	
1D-immersion	verbal experience transfer from influencers
2D-immersion	creation of educational scenarios for stakeholder's immersive space
3D-immersion	"live" models as a result of internal and external stakeholders' interaction
4D-immersion	AR+ tools during the promotion of educational program, interactive interaction between the active and future educational services holders
5D-immersion	full-scale interaction between the stakeholders in virtual world
nD-immersion	educational crafting and other tools in dynamically changing virtual world on the immersive marketing serving

Fig. 5. Multidimensional model of immersive marketing

4 Conclusions

Developing the concept of immersive marketing of educational products is a difficult task because it is necessary to consider many factors. The nature of the impact of some of them can be predicted and modeled using marketing mix tools, but the solution must go beyond the marketing mix. In this paper, the EFSE model is proposed, which is based on combining elements of various marketing mix models, taking into account the perception of the educational product by different generations and the ability of the educational system itself to advertise itself using interactive tools. The effectiveness of the EFSE model and its elements (including the multidimensional immersive marketing model) can later be confirmed or refuted by the results of surveys and performance testing along the "unit testing – quality control – quality assurance" chain.

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