

RESEARCH TRENDS IN MARKETING IN THE CURRICULUM: A BIBLIOMETRIC APPROACH AND SYSTEMATIC LITERATURE REVIEW

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Abstract: Marketing is a dynamic discipline that is contingent upon a multitude of variables, including technological advancements, shifts in consumer behavior, global trends, and other factors. Consequently, as technology, business models, and industries advance, so does marketing, making it imperative to attempt to remain informed about the thematic evolution of this discipline. Consequently, there is a growing interest in the literature on marketing and curriculum development, which makes it imperative to review research trends in this field of knowledge. The objective of this review is to identify research trends in marketing and curriculum development in order to establish a framework for future studies. The PRISMA methodology for systematic reviews and the calculation of bibliometric indicators were employed to analyze 470 articles published between 1940 and 2024 that met the established eligibility criteria. The results indicate a notable interest in marketing in the curriculum during 2022 and 2023. Furthermore, they reveal that the United States, China, Australia, and the United Kingdom are the most prolific countries in this field. Four thematic clusters were

identified, and emerging thematic trends include "Higher Education," "Big Data," "Social Media Marketing," "Employment," and "Pedagogy." The proposed research agenda suggests exploring the inclusion of artificial intelligence, design of curricula for developing countries, interdisciplinary approaches, and the long-term effectiveness of marketing strategies. Finally, this study contributes to the body of knowledge on marketing and curriculum by identifying topic areas and proposing an agenda for future research.

Keywords: Research agenda, gaps, marketing, curriculum, PRISMA

1. INTRODUCTION

The recent technological developments facing the world have transformed consumption dynamics, creating fully digital environments and opening up new possibilities for the promotion of brands, goods, and services. These developments have had a significant impact on the marketing landscape. (Kumar, 2018). Consequently, graduates of this profession must possess robust digital and analytical skills to remain competitive in the modern work environment. In light of this, educational institutions must align their study plans with the evolving demands of the industry (Kurtzke & Setkute, 2021).

In this context, the contemporary business environment necessitates differentiation in the market, which can be achieved through the updating of professional programs in marketing and business administration. This allows for the constant exploration of improved marketing tools, which are crucial in creating value within an organization (Hutt & Speh, 2010). In accordance with Kotler and Armstrong (2008), the generation of value may be achieved through the satisfaction of customer needs through the exchange of products and services with other parties, a process known as "marketing."

Similarly, the presence of specialized programs in the fields of business administration and marketing has a beneficial impact on organizations, equipping them with professionals who possess expertise in effective brand management, communication, and customer interaction, market research, and data analysis (Zhou et al., 2024). Consequently, further investigation into marketing and research pertaining to the strategies employed in its pedagogical approach is crucial, as it ultimately contributes to economic growth and organizational competitiveness (Gurrieri & Reid, 2022). Concurrently, it provides individuals with employment opportunities that facilitate their personal and professional growth (Expósito & Sánchez, 2020). Consequently, research and the design of marketing curricula are pertinent because they align with global agendas and with the consolidation of the Sustainable Development Goals (SDGs), where international efforts have focused on promoting economic competitiveness and reducing poverty (Fung & Hosseini, 2023). For example, it is consistent with SDG-8, which calls for the preparation of students to "contribute to sustained, inclusive and sustainable economic growth" through the development of effective marketing strategies (United Nations Organization - UN, 2020). Furthermore, the design and updating of academic marketing programs align with SDG-4, which aims to promote "Quality education." This approach ensures a more inclusive and equitable education with more appropriate learning conditions that align with the realities of the business world.

The study of curricula and academic plans in marketing is also pertinent to the local and regional context. In this regard, the National Development Plan 2024 of Medellín, Colombia, also contributes to the objective of strengthening business capabilities. However, it also hopes that these practices include technologies and innovations that improve the competitiveness of the city (Alcaldía de Medellín, 2024). Consequently, a marketing program can provide direct support to these initiatives by preparing professionals who are able to design and implement innovative marketing strategies based on technological solutions and aligned with market trends.

Conversely, there has been a discernible interest from the academic and business realms in integrating aspects such as sustainability and conscious consumption into the curriculum of marketing professionals (Kemper et al., 2020). This integration has occurred first as a consequence of changes in the global needs of consumers and second with the ideal of promoting a more holistic approach to this profession. This approach ensures that marketing graduates are not only effective from a commercial point of view but also encourage responsible purchasing behavior. Consequently, there has been a notable increase in interest in the academic literature on marketing and curriculum development, particularly over the past two decades (Amjad, 2022). This topic is currently a significant area of interest. In this context, it is essential to examine the current research trends in this field of knowledge. According to Sima et al. (2020), marketing is a dynamic discipline that is influenced by a multitude of factors, including technological developments, changes in customer behavior, global trends, and others. In consequence, as technology, business models, and industries advance, so does marketing, which makes it imperative to try to stay abreast of the thematic evolution of this discipline.

Bibliometric analysis is a useful tool for examining the academic production of a field of knowledge. It employs quantitative techniques to identify trends and references on the topic (Ríos et al., 2020). Additionally, it enables the systematic review of publications, which maps the comprehensive knowledge of a discipline (Conejo et al., 2023). Similarly, bibliometrics enables the formulation of an agenda with future research guidelines that direct academics towards the study of pivotal topics within this field of knowledge (Bengoa et al., 2020). Despite the existence of numerous publications on curriculum design and marketing, there is a paucity of bibliometric studies in this field (Samaddar & Menon, 2019). Furthermore, there is a lack of clarity regarding the topics that are currently trending in this profession. This lack of clarity is a significant obstacle for academic institutions, which must adapt their curricula to align with market demands and ensure that students receive relevant training for the current and future labor market.

Consequently, the objective of this research is to identify research trends in marketing and curriculum design in order to inform the development of an agenda for future studies. In order to address these issues, the following research questions have been formulated and will be answered in this study:

- a) What are the years where the most interest in marketing has been presented in the curriculum?
- b) What are the main research references on marketing in the curriculum?
- c) What is the evolution of the main keywords for analysis in the scientific literature on marketing in the curriculum?
- d) What are the main clusters of scientific associativity in related marketing research in the curriculum?
- e) What are the thematic trends (growing and emerging keywords) in marketing in the curriculum?
- f) What topics are appropriate for the design of a marketing research agenda in the curriculum?

This article is structured as follows: an introductory section contextualizes the topic; the methodology is then presented, wherein the indicators and parameters through which bibliometrics are developed are defined; the third section shows the results of the research; in the fourth section, the discussion of the findings with other studies is presented, along with an examination of gaps and the design of a research agenda; finally, the conclusions and limitations of the study are presented.

2. METHODOLOGY

In order to identify trends in marketing research within the curriculum from a bibliometric perspective and to provide guidance for future research agendas, a bibliometric study is proposed. This enables the mapping of scientific publications within the existing literature. In this sense, bibliometrics is a method of analysis that seeks to identify emerging trends within a given field of knowledge or discipline. It evaluates the productivity and impact of authors, journals, countries, and collaboration patterns (Ríos et al., 2020). Similarly, to ensure the methodology was replicable, a literature review was conducted in accordance with the international PRISMA 2020 declaration (Page et al., 2021). This indicates the establishment of eligibility criteria, the sources of information, the strategy search and data processing, as presented below:

2.1. Eligibility criteria

For the present study, the eligibility criteria used to select the documents are divided into two: inclusion and exclusion criteria according to the international PRISMA 2020 declaration (Page et al., 2021). With regard to the inclusion criteria for the analysis of marketing and curriculum studies, the presence of the concepts of marketing, curriculum, training, instruction, and teaching was rigorously examined in the title of each publication, thereby ensuring that the identified studies are relevant and pertinent within the context of this research.

In accordance with the international PRISMA 2020 declaration, three consecutive steps were undertaken with regard to the exclusion criteria. The initial step involved the exclusion of documents that were not indexed correctly, commencing with the initial reading of the document titles. This process was then repeated for items that had already been selected. The second step involved the exclusion of documents for which the full text was not available. However, this criterion did not apply to the bibliometric study. As a result, the examination of metadata should be employed, whereas the exclusion of text access is explicitly intended for systematic literature reviews, where the full text is read. Finally, all documents derived from conferences and congresses, as well as other documents that were considered irrelevant and that could limit the analysis and fulfillment of the objective, are excluded from the analysis.

2.2. Source of information

Regarding the source of scientific and academic information consulted to analyze research on marketing and study plans, Web of Science and Scopus were selected (Elsevier, 2017; Visser et al., 2021). These

databases are the most popular in this type of scientific study and analysis due to their multidisciplinary nature, extensive coverage, and detailed metadata information.

2.3. Search strategy

In accordance with the PRISMA 2020 guidelines, the search was conducted with clearly defined inclusion criteria and key terms. Two distinct search equations were thus defined, tailored to the specific interface requirements of each database. The equations were then validated to ensure that all keywords were accurately captured in the returned articles. The equations are as follows:

- For the Scopus database:

TITLE (marketing) AND TITLE (curriculum OR training OR instruction OR teaching)

- For the Web of Science database:

TI= (marketing) AND TI= (curriculum OR training OR instruction OR teaching)

2.4. Data management and selection process

A total of 1,114 documents were initially collected during the search. Of these, 491 were from the Web of Science and 623 were from Scopus. The earliest document was published in 1940 and the most recent in 2024. The data was processed using the Microsoft Excel® software for storage and the application of defined exclusion criteria, and the VOSviewer tool for the preparation of bibliometric indicator graphs and the facilitation of data analysis. The latter analysis included 995 publications.

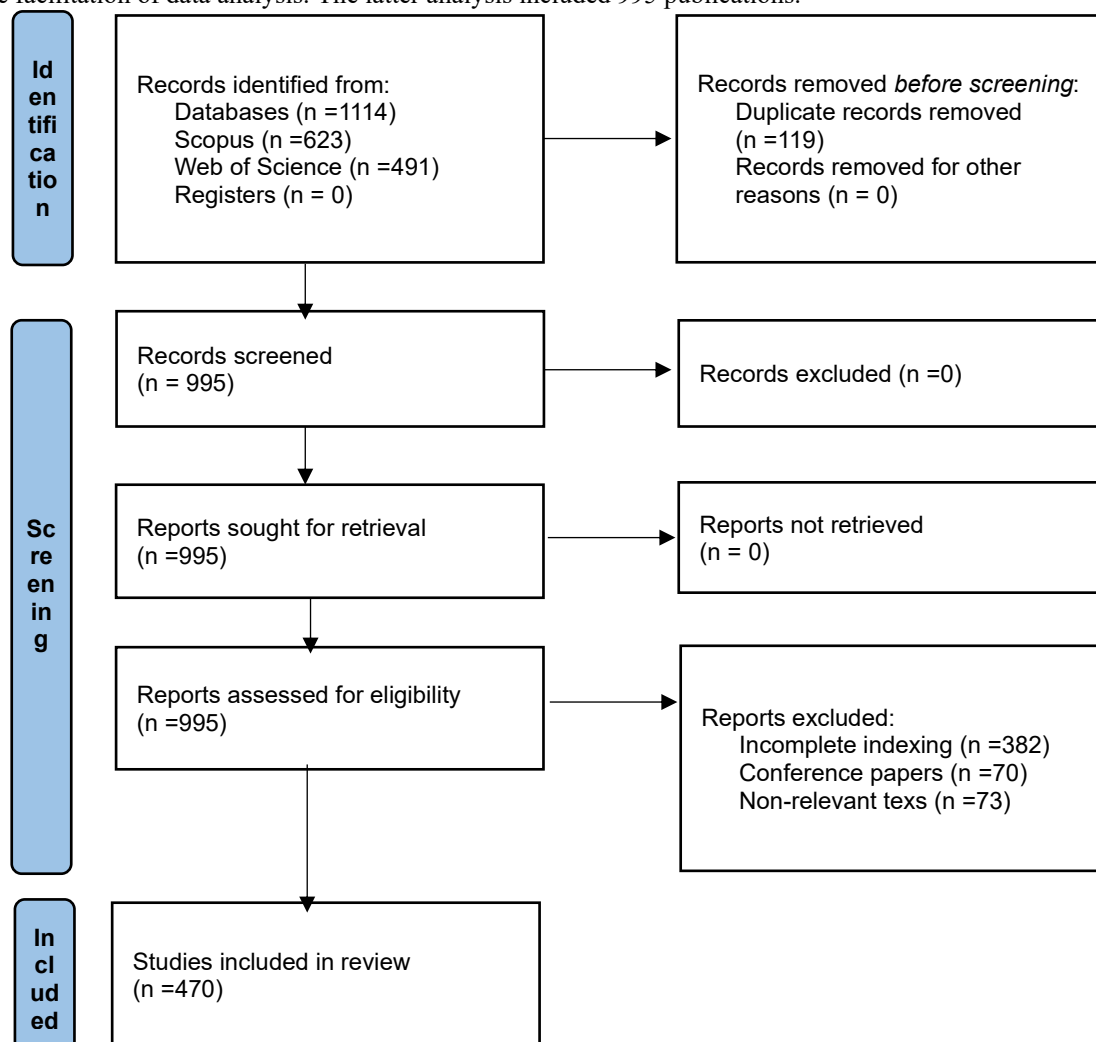


Figure 1. PRISMA flowchart. Own elaboration based on Scopus and Web of Science

3. RESULTS

This section presents the results that respond to the objective of identifying trends in marketing research in the curriculum from a bibliometric perspective with the purpose of guiding an agenda for future research.

- What are the years where the most interest has been presented on marketing in the curriculum?
- What are the main research references on marketing in the curriculum?
- What is the evolution of the main keywords for analysis in the scientific literature on marketing in the curriculum?
- What are the main clusters of scientific associativity in research related to marketing in the curriculum?
- What are the thematic trends (growing and emerging keywords) on marketing in the curriculum?
- What topics are appropriate for the design of a marketing research agenda in the curriculum? To achieve this, bibliometric indicators are estimated by analysing the years, authors, journals and countries of greatest publication and citation, as well as the dynamics of behaviour in the evolution of the topic, the keywords that characterise marketing publications and study plans, as illustrated in the sample below.

3.1. Publications per year

In response to the inquiry regarding the years in which the greatest interest in marketing has been reflected in the curriculum, Figure 2 illustrates the number of publications per year. It can be observed that there has been an exponential growth in the documents over time, as indicated by the black dotted trend line, which demonstrates a rising interest and utilization of this subject matter between the years 1940 and 2024. The years 2022 and 2023 stand out as the most relevant, with 45 and 35 publications, respectively. From 2022, the largest number of publications, a focus is observed in the literature on analyzing the effectiveness of marketing through the teaching and use of mixed reality applications, namely augmented reality (AR) and virtual reality (VR). This allows for greater customer interaction and participation, thereby fostering long-term brand trust (Li et al., 2022). Additionally, studies on social marketing are also highlighted this year, which pertains to the promotion of social behaviors and causes. For example, this includes the training and education of adolescent leaders (Llauradó et al., 2022) and the training of populations such as unemployed adults in developing countries. (Mayombe, 2022) and the promotion of health learning courses (Bardus et al., 2022).

Furthermore, there is an interest in teaching sustainable marketing in the curricula and generating a transformative vision of the consumer towards caring for the environment (Stephan, 2022).

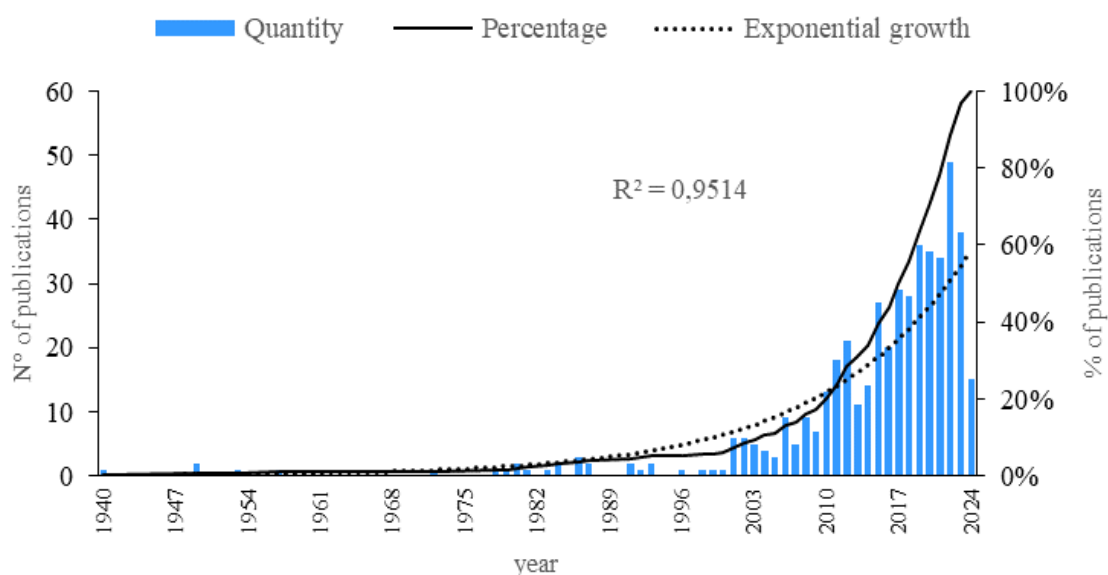


Figura 2. Publicaciones por año. Elaboración propia a partir de Scopus y Web of Science

3.2. Publications by authors, magazines and countries

This section addresses the research question of which authors are the most prolific and successful in the field of marketing, as indicated by the number of publications and citations. Figure 3 shows the number of publications and citations for each author, allowing for the identification of the most impactful researchers in the field.

The authors who publish the most and are the most frequently cited in the literature are indicated in yellow, which serves to illustrate their relevance and influence within this field of research. The authors Kelley

C.A. and Wolter S.C. are the most frequently referenced in research on marketing and the curriculum, with 110 and 100 citations, respectively, and three documents each. In blue, the authors who, despite publishing a relatively limited number of works, are the most frequently cited are identified. Their documents are regarded as having a significant impact within this field of research. The authors Kahm M.E. and Zhang S.Q. (with 255 citations each) and Wilhem W.B. and Bridges C.M. (with 140 citations each) are particularly noteworthy as impact authors in publications related to marketing and curriculum. Conversely, the authors highlighted in green represent researchers who, despite not being as frequently cited as other authors, demonstrate a particular interest in this topic by publishing more research on it. Consequently, Borin N. (with three publications and 60 citations), Mayombe C. (with three publications and 12 citations), and Zoellner D. (with three publications and 10 citations) are regarded as the most prolific researchers in this field of knowledge.

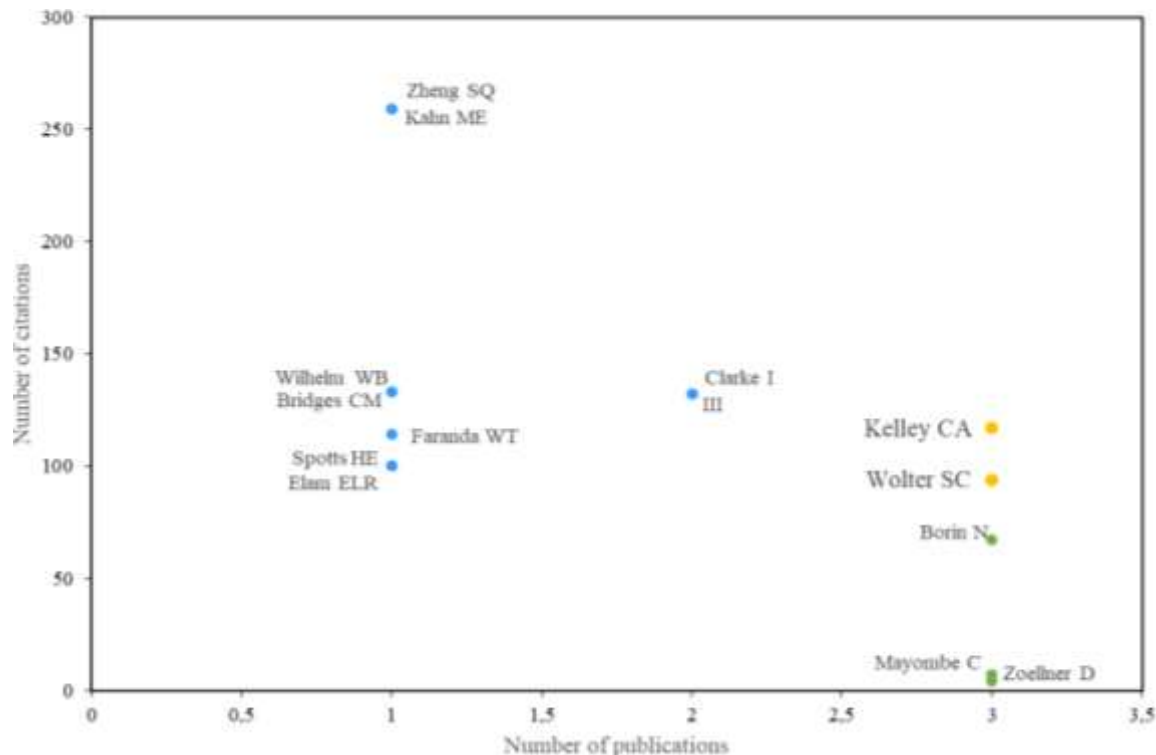


Figure 3. Main authors. Own elaboration based on Scopus and Web of Science

Figure 4 illustrates the number of publications and citations from the primary academic journals in the field of marketing and study plans. The Journal of Marketing Education is highlighted in yellow as the journal with the highest number of publications (63 documents) and the highest number of citations (1,500), indicating its prominence and status as a primary reference in the field. The journal Proceedings of the National Academy of Sciences of the United States of America is indicated in blue. It has a high number of citations (300) but a relatively low number of publications in the field of study (4). The Journal of Teaching in International Business is indicated in green. It has nine articles and is one of the most published in the field, but it is not among the most cited, unlike the yellow or blue journals. This may suggest that the journal's influence within the field of knowledge is not as significant as that of other publications.

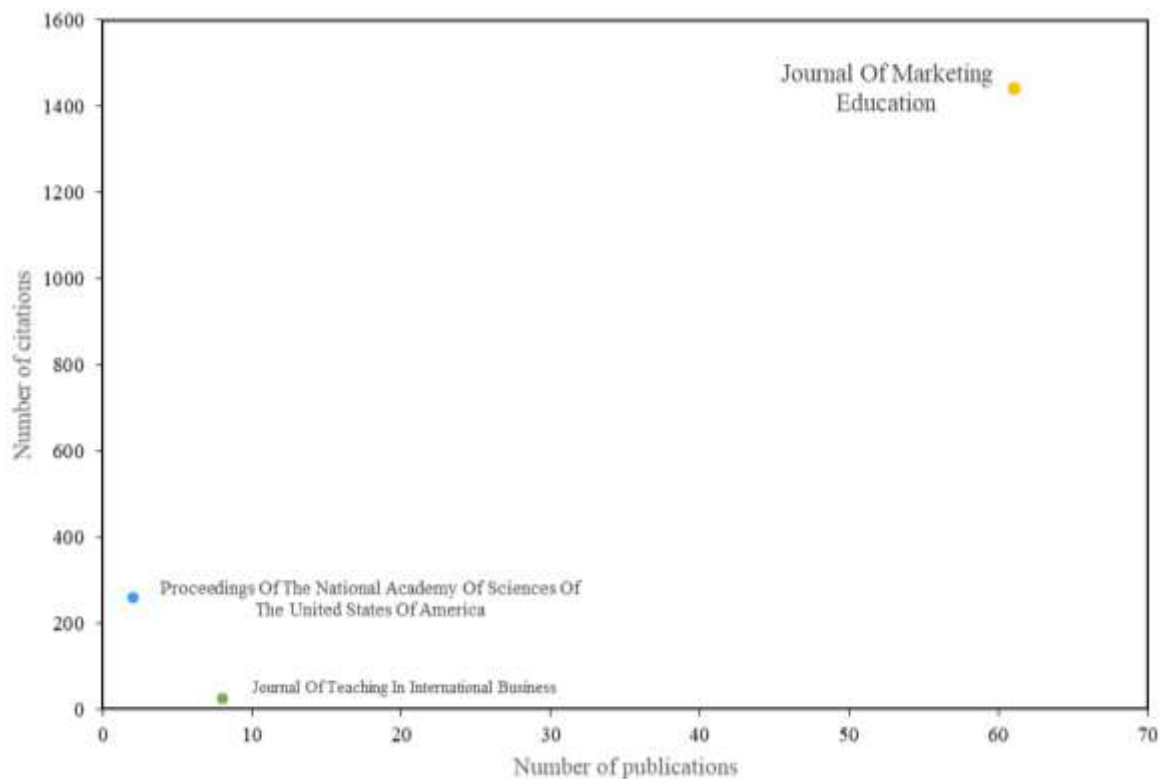


Figure 4. Main journals. Own elaboration based on Scopus and Web of Science

With regard to the most prolific and impactful countries in academic literature on marketing and curriculum, Figure 5 illustrates the number of publications and citations from different countries on the topic. The United States is highlighted in yellow as the country with the greatest number of references, as it is among those that publish the most (145 documents) and with the highest number of citations (1,800 citations). Conversely, there are no countries in blue, or belonging to the impact category, which are the most cited, but with a low number of publications. In green, Spain is represented by 37 published documents and 100 citations, followed by Germany with 22 publications and 200 citations. Brazil is also represented in the ranking with 20 publications and 20 citations. The countries highlighted in green, despite having a relatively low number of citations, demonstrate a notable level of interest in the subject matter and a tendency to publish extensively on it.

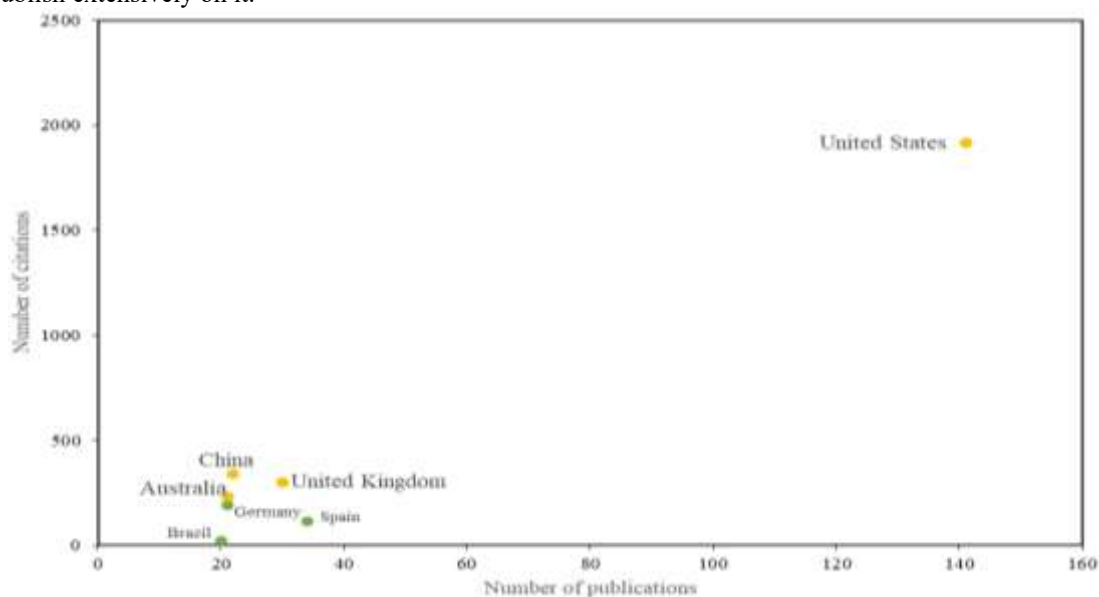


Figure 5. Main countries. Own elaboration based on Scopus and Web of Science

3.3. Thematic evolution of research in marketing and curriculum

This section addresses the research question c) What is the evolution of the principal keywords utilized in the analysis of scientific literature on marketing within the curriculum? Figure 6 presents a circular representation of the evolution of keywords within the topic over time. From this point, it can be observed that the earliest identified keyword in the corpus of literature is "Training for Marketing," which was first used in 1940. This term marks the first instance of the consideration of pedagogical approaches, challenges, and opportunities in the teaching and learning of marketing for the purpose of business development (Nystrom, 1940). It is evident that between the years 1940 and 1960, the most frequently occurring words were "coordinating" (1949), "marketing research" (1953), and "teaching" (1957). This indicates the initial efforts to professionalize marketing, which entailed coordinating empirical research activities and establishing a foundation for more systematic and structured training on marketing practices (Alderson, 1953; Fisk et al., 1957).

In the period between 1961 and 2000, a number of themes emerge as particularly noteworthy. The terms "Implementation" (1978) and "Management" (1979 and 1984) indicate that the teaching of marketing was developed with practical studies that were linked to the area of business management. In the subsequent years, the terms "Marketing position" (1986), "Integrating Information" (1987), and "Social Marketing" (1991) emerge, indicating a specialization of marketing and the necessity to integrate technologies into the curriculum to enhance the educational experience, including computers, simulations, and statistical software packages (Turnquist et al., 1991). The year 2000 highlighted the significance of designing training and training programs that would facilitate economic development (Murk et al., 2000). These almost three decades also demonstrate the consolidation of marketing as an academic discipline with a focus on management and administration. This integration of information facilitates the planning of strategies applicable not only to the business context, but also to the promotion of specific behaviors within that field (Rankins & Green, 1991).

In the period between 2001 and 2017, the following keywords were identified as being particularly prominent: "Globalization" (2001), "Data Mining" (2003), "Course Design" (2012), "Marketing Education" (2019), and "Critical Thinking" (2015), as well as "SME Marketing" (2016). This period reveals a transition in marketing education towards an international context and an emphasis on practical learning in key market segments for economic development, such as small and medium-sized companies (Cheng et al., 2016). Likewise, data mining and critical thinking are recognized in this period as important skills in the curriculum, enabling marketing professionals to analyze an adequate decision-making process that leads to more effective marketing (Young & Murphy, 2003; Pearce & Hardiman, 2012).

The most recent period, spanning the years 2018-2024, has revealed key terms for the development of marketing curricula, which reflect the necessity to address the rapid changes occurring in the business landscape and the demands of the labor market. In 2021, some "learning approaches" were explored, such as experiential learning, simulators, and the application of agile methodologies, with the goal of creating a more dynamic learning process that is closer to the business environment (Casado-Aranda et al., 2021). The 2022 keyword "Sustainable Development" reflects the thinking of new generations of consumers who are concerned with environmental care and sustainability. Additionally, there is a strong tendency in the organizational context to reinforce corporate social responsibility, which has led to the introduction of this concept in study programs (Watson et al., 2021). In 2023, the focus of publications on marketing curricula was on "Higher Education," with the objective of integrating innovative approaches to provide more engaging training that aligns with the needs of companies (De-Juan-vigaray & González-Gascón, 2023). This training should be designed for teachers and trainers who are better qualified to facilitate this type of learning (Borba Salvador et al., 2023). Finally, in 2024, the most important concept remains "Marketing Education." Emphasis is placed on preparing students with updated skills and knowledge to face the emerging challenges of digital marketing, big data, and brand management at the global level. These challenges are global in scope (Keiper et al., 2023), but, above all, they are being addressed through the use of new technologies and social networks (Parker & James, 2023).

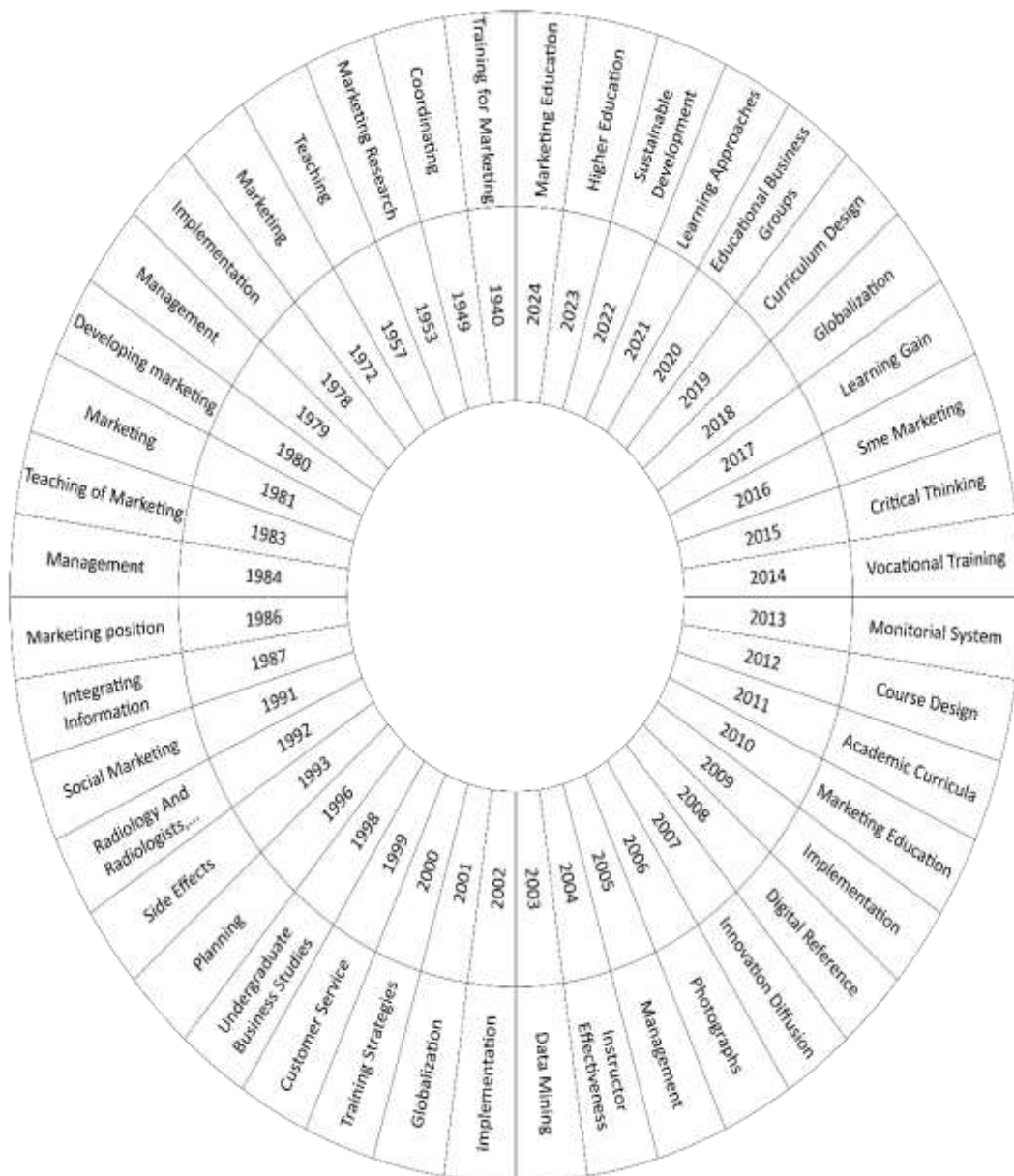


Figure 6. Thematic evolution. Own elaboration based on Scopus and Web of Science

3.4. Thematic clusters: Keyword co-occurrence analysis

In this section, an answer can be provided to the question posed: d) What are the primary clusters of scientific associativity in marketing-related research within the curriculum?

Figure 7 presents the thematic clusters that can be identified in the keywords related to marketing education and teaching, examined with the support of the VOSviewer application. The analysis of the key terms included in the reviewed texts contributes to the identification of the topics with the most impact on the topic in the scientific environment and can be grouped if they appear together in the literature, which suggests a conceptual relationship between them.

In this context, the light blue cluster is of particular interest. It is comprised of the terms "education," "marketing," "customer service," "management," "university," and "innovation." This thematic group encompasses the overarching concepts of educational research and curriculum design, which facilitate the attainment of competencies in commercial management and customer service within the university setting (H. Y. Chen et al., 2023). Furthermore, the investigation has focused on these topics in conjunction with the concept of innovation, particularly from the perspective of the utilization of technological innovations to facilitate digital marketing as a more effective tool with the customer (Almansour, 2022).

The red cluster evinces an association between the terms "marketing curriculum," "social media," "big data," "e-commerce," and "digital marketing." This indicates the importance of connectivity through the

Internet as learning channels (Zhang & Yu, 2024) and the trends in skills that marketing professionals must acquire in the current digital and technological environment. Consequently, new technological tools and programs are integrated into marketing study plans (Parker & James, 2023).

The next thematic cluster is green and is composed of the following terms: *"Ethics," "Behavior change," "Social marketing," "Health education," "Student,"* and *"Teaching."* This thematic association has investigated the integration of ethical principles, behavioral changes, and social marketing strategies in study plans. The objective is to train professionals who promote responsible consumption (individual care and well-being) (David & Rundle-Thiele, 2019). Furthermore, it is essential that they adopt transparent behaviors since this translates into common well-being in the long term (Ismail et al., 2022).

Another of the main thematic associations that can be differentiated is found in yellow, which contains the following terms: The thematic cluster in question is composed of the following terms: *"Experiential Learning Technique," "MBA," "Behavior Change,"* and *"Student Engagement."* This cluster pertains to the implementation of experiential learning methodologies and techniques in graduate programs in the field of administration and business management (Peterson, 2021).

Concurrently, this cluster addresses marketing teaching strategies and methods, with a particular focus on the analysis of the influence on consumer behavior and the active involvement of students in their learning process. This is especially relevant in the context of university students who are not specialized or familiar with marketing (Crick & Crick, 2021).

In this manner, these thematic groupings indicate potential avenues for inquiry pertaining to the integration of ethical and social responsibility practices in marketing education, the advancement of novel curricula and pedagogical approaches, the influence and utilization of digital technologies in the training of marketing professionals, and the examination of experiential and student-centered methodologies.

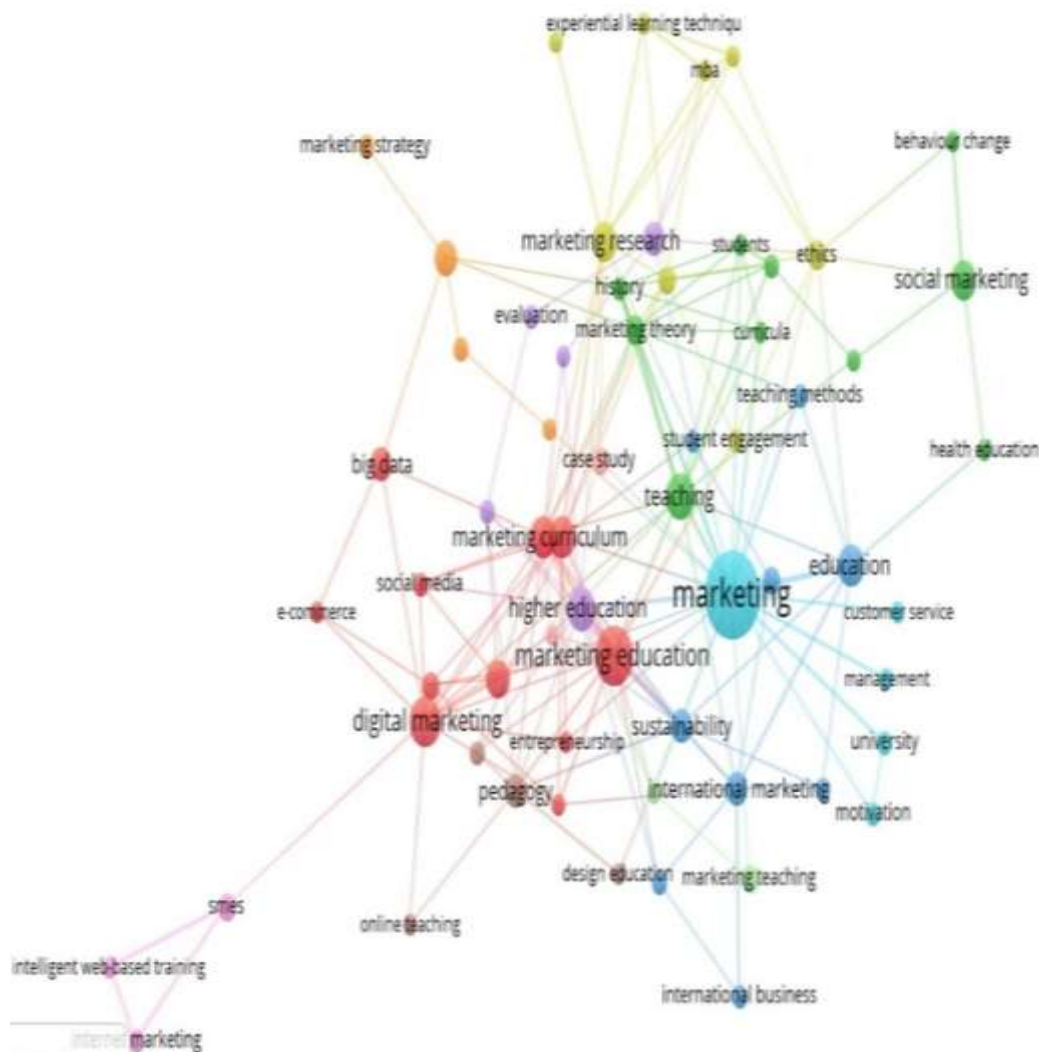


Figure 7. Keyword co-occurrence network. Own elaboration based on Scopus and Web of Science

3.5. Topic Trends: Analysis of Growing and Emerging Keywords

This section addresses the research question posed: e) What are the thematic trends (growing and emerging keywords) on marketing in the curriculum?

In this context, Figure 8 allows for the analysis of the validity and frequency of keywords in the context of marketing in academic curricula. This is achieved through the use of a Cartesian graph, which displays the frequency of keywords and the years of follow-up of the authors, across four distinct quadrants.

Quadrant four illustrates the terms most frequently utilized in research, yet which have become increasingly irrelevant in recent times. A single keyword, "*Education*," emerges as a notable exception. As previously observed, this term had been a frequent occurrence in the past, but has since lost relevance. Consequently, it is considered a decreasing term. The following section will present the results of the analysis of the terms that have been most frequently used in research, but that have lost relevance in recent times. This has resulted in the emergence of novel concepts to refer to particular marketing learning in alignment with the evolving skill requirements of professionals, which in turn has led to modifications in techniques and teaching processes within this domain (Tomasella et al., 2024).

Quadrant 3, in contrast, encompasses the concepts that have the lowest frequency of occurrence in the analyzed publications. This indicates that these terms have the lowest average annual use, as they are considered less important and therefore not expected to be included in future research. In this case, the following terms are identified: The concepts of "*evaluation*," "*assessment*," "*international marketing*," "*social marketing*," "*critical thinking*," and "*marketing research*" are not among the most frequent or current, indicating that they have not yet been fully integrated into this field of knowledge. Although these concepts have been crucial to understanding the fundamentals of marketing in the study of this profession, it is true that, with the advent of technology, access to data has increased. This has led to changes in the way marketing strategies are carried out and, therefore, the way marketing is taught and practiced has had to transform (Crittenden, 2023).

In the second quadrant, it is possible to analyze the relationship between terms that are recorded less frequently in publications on marketing in the curriculum. However, these concepts are observed more frequently nowadays and therefore should be considered new (emerging) terms for academia, as they represent new topics for the research field. Thus: "*Social Media Marketing*," "*Big Data*," "*Management Education*," "*Job Market*," "*Sustainability*," "*Digital Marketing*," "*Vocational Education and Training*," and "*Ethics*" appear to be concepts that, although they are not very frequent, are more current and relevant. In light of these findings, it is evident that recent years have witnessed a surge in the incorporation of trends pertaining to "*social media marketing*," "*big data*," and "*management education*" into academic studies. This is largely attributed to the exponential growth in the usage of social networks, the growing necessity for expedient data analysis, and the increasing demand for comprehensive training in process management (Zeng, 2023). Concurrently, these trends—namely, "*Job Market*," "*Sustainability*," "*Digital Marketing*," "*Vocational Education and Training*," and "*Ethics*"—can be seen as a response to the demand for a more robust connection between education and a more nuanced understanding of the needs of the labor market (Bol et al., 2018). Furthermore, there is growing awareness of sustainability in the consumer and ethical practices in business (Doyduk, 2018). Additionally, the importance of professional training in marketing based on digital skills in the current environment is becoming increasingly apparent (Neuvonen & Pecoraro, 2024). All of this has converged towards a more holistic and interdisciplinary vision of marketing for higher education.

The final stage of the analysis is the examination of quadrant one, which encompasses the keywords that have been most frequently identified in the literature over recent years. These can be considered to represent either growth or representative terms in scientific production within the fields of marketing and education. The keywords "*Higher Education*," "*Labour Market*" and "*Marketing Education*" emerge as the most frequent and current within this quadrant. From the perspective of higher education, the term "*Higher Education*" is understandable given that the majority of research and teaching activities in marketing are conducted within higher education institutions. As this field evolves, these institutions play a pivotal role in the design of study plans and the generation of new knowledge (S. Almeida et al., 2023). In addition, the term "*labor market*" is pertinent to this list, as one of the objectives of marketing education is to prepare students for the work environment. This is achieved by aligning the curriculum with the requirements of the labor market in terms of skills, competencies, and strategies (M. Chen, 2023).

The term "*Marketing Education*" refers directly to the teaching and learning of marketing concepts, strategies, and tools. Therefore, if these acquire new meanings, education in this area must be updated to ensure quality learning (Black et al., 2021).

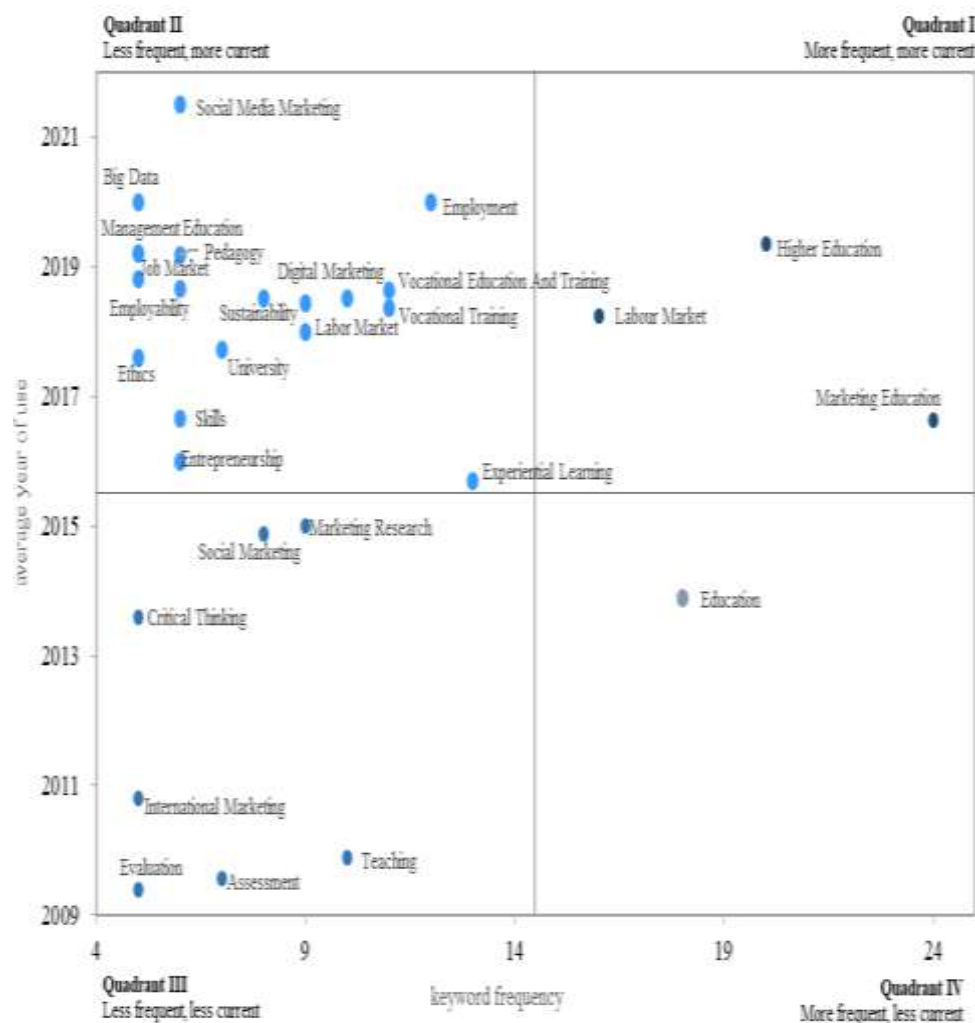


Figure 8. Validity and frequency of keywords. Own elaboration based on Scopus and Web of Science

4. DISCUSSION

A systematic literature review was developed in conjunction with a bibliometric analysis to identify research trends in marketing and the curriculum. The objective was to establish an agenda that would guide future studies and facilitate a comprehensive understanding of the topic. The findings of this study are presented and discussed below.

4.1. Analysis of the growth of scientific literature on marketing applied to resumes

The findings of this research demonstrate an exponential increase in the number of publications on marketing in the curriculum over the years. This is consistent with the findings of Amjad (2022), who, in his bibliometric analysis, also expressed a growing interest in the integration of digital marketing into academic programs in the areas of business and administration. This growing trend indicates the necessity for educational institutions to maintain currency in their marketing curricula, striving to align them with the rapid changes and demands of the labor market (Kurtzke & Setkute, 2021).

4.2. Analysis of research references on marketing applied to resumes

In order to gain insight into the most influential authors, magazines, and countries in the field of marketing research, an analysis was conducted. The findings indicate that Kelley C.A., Wolter S.C., Kahm M.E., and Zhang S.Q. are key researchers in this area. This is consistent with the argument put forth by Gurrieri and Reid (2022), which underscores the significance of acknowledging research leaders who are instrumental in advancing the evolution and continuous improvement of marketing programs in higher education

institutions. With regard to the *Journal of Marketing Education*, which serves as the primary source of publications on this subject, this finding aligns with the observations made by Crittenden (2023), who has emphasized the importance of promoting research and discourse surrounding the nexus of teaching and marketing learning.

In the countries from which the references originate, the United States is the clear leader in terms of both publications and citations, which serves to confirm its leading role within the academic and research context. This finding is consistent with previous research that has identified the United States as a leading contributor to innovation and marketing, as evidenced by the work of Adeleye et al. (2024). The United States has a robust research infrastructure, which enables it to remain at the forefront of global technological advancement and to develop a robust digital infrastructure for marketing. Additionally, the study by Greaves et al. (2023) indicates that educational institutions in this country facilitate active participation of teaching staff in marketing activities to maintain industry contact and enhance training experiences. This study also underscores the presence of other countries, including China, Australia, and the United Kingdom, which demonstrate notable academic output in this field and have prioritized augmenting research and innovation funding (Geng et al., 2024).

While Spain, Germany, and Brazil are not typically regarded as leading countries in this field, their academic output nevertheless demonstrates a notable interest in the topic. This implies that these countries are engaged in marketing research within their academic curricula, although they have not yet achieved the same level of recognition as other leading countries in the field.

4.3. Analysis of thematic evolution on marketing applied to resumes

The results demonstrate a thematic evolution in marketing research within the curriculum, commencing with concepts such as "marketing training" and "coordination" during the 1940s and 1950s, and subsequently transitioning to topics pertaining to the utilisation of technological tools, including "digital marketing," "social networks," and "big data." The aforementioned changes reflect the shifts in the demands and trends of the labor market, where digital competencies and the ability to process vast quantities of data have become crucial for marketing professionals, as substantiated by Rahhal et al. (2024). In a similar vein, there has been a growing interest in incorporating concepts such as "sustainability" and "ethics" into the field of marketing. This trend aligns with the global shift towards more responsible consumption and the search for ethical practices in business (Kemper et al., 2020).

4.4. Analysis of thematic clusters on marketing applied to resumes

Thematic cluster analysis facilitated the examination of interconnections between the principal concepts encompassed within the marketing research curriculum. This process yielded the identification of several thematic clusters, including: digital education and business management, social media marketing and Big data, social marketing and ethics, and experiential learning methodologies. . These findings align with those previously presented by Sima et al. (2020), who underscored the necessity of examining interdisciplinary domains for the pedagogical preparation of marketing professionals. This encompasses the integration of technologies, social responsibility, and pedagogical approaches that prioritize the learner's experience.

4.5. Analysis of the frequency and conceptual validity around marketing applied to resumes

The results of the analysis of frequency and validity of the most relevant terms demonstrate that topics such as "higher education," "labor market," and "marketing education" are the most prevalent and contemporary in recent literature. This finding aligns with the conclusions of Almeida and Ferreira (2020), who emphasize the necessity of aligning marketing training with the demands of the labor market and trends in higher education. This is a significant issue, as the effectiveness of marketing education contributes to bridging the gap between theoretical knowledge and practical application. This ensures that graduates acquire the requisite skills to succeed in the dynamic context of marketing (Black et al., 2021). The results indicate that, although the concepts of "Marketing Research" and "Critical Thinking" remain relevant, their lower reported frequency suggests the potential need to adapt emerging technologies that shape the field of marketing (Crittenden, 2023).

4.6. Theoretical implications

This research offers a theoretical contribution to the field through a comprehensive understanding of research trends in marketing and the curriculum. This is achieved through a systematic literature review, complemented by a bibliometric analysis that addresses the research questions posed. This research study presents the historical evolution of the concept of marketing in education, from its origins in training and

coordination to contemporary trends such as digital marketing, social networks, and sustainability. This is relevant because it allows us to understand how the field of marketing has adapted and expanded to address changes in the work environment.

Conversely, these findings identify the principal academic references, journals, and leading countries in scientific production on marketing in the curriculum, thereby corroborating the view of marketing as a well-established academic discipline. Another noteworthy aspect of this research is that it identifies gaps in the existing literature and proposes a research agenda based on the bibliometric results. This provides a robust foundation for future conceptual and empirical developments in this field. This is consistent with previous literature that has highlighted the importance of mapping knowledge in a discipline through systematic reviews and bibliometric analysis. This is done in order to recognize the current state of knowledge, identify opportunities for new research, and make informed decisions about the future of a thematic field (Ríos et al., 2020).

4.7. Practical implications

The findings of the present study are of paramount importance to graduates, universities, employers, the higher education industry, policymakers, regulators, and the broader community. From an institutional perspective, the analysis of marketing research trends in the curriculum enables educational institutions to identify gaps and topics for incorporation into their study plans. Therefore, it is assured that the programs will remain current, thereby ensuring that students receive optimal training. With respect to government agencies, the findings inform the formulation of educational policies that encourage the incorporation of the latest marketing trends and approaches in academic institutions.

For those engaged in marketing practice within the industry, this information can be used to update their knowledge on emerging research topics and new theoretical and practical perspectives within their field. This is crucial for anticipating changes and formulating strategies aimed at enhancing competitiveness. For companies, this information assists in identifying new skills and knowledge that should be sought when hiring new marketing professionals.

In the academic context, a research agenda is provided that serves as a guide for future studies conducted by researchers in the field. For academic institutions, it provides a valuable guide to review and update their curricula, ensuring that students acquire the skills necessary to succeed in the field of marketing. Those responsible for formulating policy can utilize this information to develop strategies that provide incentives for research and teaching on the latest trends in marketing, thereby encouraging collaboration between academic institutions and industry. Marketing professionals may utilize these findings to remain apprised of advancements in their field, thereby enabling them to adapt their practices and skills in a timely and effective manner. Consequently, these implications facilitate collaboration between academic institutions, government agencies, and industry, with the objective of enhancing marketing and competitiveness in organizations.

4.8. Limitations

Despite the implementation of a rigorous analysis and predefined criteria for document selection, the present study is not without limitations that may influence the generalizability of its findings. Firstly, it should be noted that this study exclusively used Scopus and Web of Science to collect data for the analysis, which may have resulted in the omission of publications from other databases. Consequently, future studies may address this potential bias by integrating a range of databases. Another limitation is the data cleaning process, which involved the exclusion of certain studies at the expense of others. This resulted in the omission of other types of documents, such as book chapters and conference proceedings, from the analysis.

Similarly, relevant contributions on the topic may have been overlooked due to their non-English language, necessitating the inclusion of articles written in languages such as Spanish, Italian, and French in future studies (Pombinho et al., 2024).

Similarly, as is the case with trend analysis, the information presented in publications is subject to change over time. This implies the necessity for periodic updates in order to obtain a current understanding of the research landscape within the thematic field. Furthermore, Microsoft Excel® was employed to examine the data, which may introduce errors and biases when handling large amounts of information.

4.9. Investigative gaps

With regard to the analysis of the research results, in particular with respect to the keywords, several categories of thematic gaps are identified and proposed for future studies from different perspectives, including geographical, interdisciplinary, and temporal. These gaps justify addressing them in future research in search of possible solutions, as illustrated in Table 2.

Table 2. Research gaps. Own elaboration based on Scopus and Web of Science

Category	Gap	Justification	Questions for future studies
Thematic gaps	Incorporating Artificial Intelligence and Machine Learning into Marketing Curriculums	Technological development and the growing importance of data analysis in marketing, it is necessary to explore how to include artificial intelligence and machine learning in curricula to prepare students adequately.	What competencies related to artificial intelligence and machine learning should be included in marketing resumes? How can academic institutions collaborate with industry to develop effective programs in this area?
Geographic gaps	Design of marketing curricula in developing countries.	Much of the existing research focuses on developed countries, which may not reflect the realities and needs of emerging markets.	How should marketing curricula be adapted and designed to solve the challenges of developing countries? What pedagogical perspectives and content are most relevant in these contexts?
Interdisciplinary gaps	Disciplinary approaches, such as psychology, sociology, and behavioral economics, to designing marketing curricula	Marketing would benefit from incorporating knowledge and approaches from other areas to address complex issues, such as the influence of consumer behavior and social and economic factors.	How can concepts and theories from psychology, sociology, and behavioral economics be integrated into marketing curricula effectively? What benefits could this interdisciplinary integration bring to the training of marketing professionals?
Temporary gaps	Lack of longitudinal research on the long-term effectiveness of marketing curricula.	Most studies address short-term evaluations, but it is important to analyze the impact of marketing resumes on professionals' job performance and career over time.	How do you stay relevant for marketing resumes as market trends and technologies evolve? What strategies can academic institutions implement to ensure that curricula remain relevant and effective in the long term?

4.10. Research agenda

Figure 9 presents the principal research agenda in marketing and curriculum, based on the analysis of the results. Each key concept or term is presented with a horizontal bar indicating the time of its publication on the topic (in light blue) and the most relevant year of discussion (in dark blue). The concepts that have been most influential in recent years are highlighted, namely those that have been the subject of active research in this discipline over the past decades.

"Marketing Training" is the most prominent and has been the subject of the most extensive debate in the literature, with a particular focus on the period around 2007. The field of research continues to expand, and there is a need for further investigation into the integration of new technologies in the marketing teaching process. Potential future research avenues may include the integration of experiential learning and gamification techniques, which have the potential to enhance engagement in training programs.

Additionally, the field of *"Marketing Education"* continues to engage in active research, with its peak period occurring around 2002. Further research is required to enhance the quality and relevance of curricula, ensuring alignment with the evolving needs of various regions, including developing countries.

Another current concept is "*Higher Education*," with its year of greatest relevance close to 2002. It is recommended that future research examine the benefits of interdisciplinary collaboration between different areas of knowledge, with the aim of enriching marketing training with diverse perspectives. Finally, the term "*education*" has been the subject of increased research interest since 2008. It is therefore necessary to continue advancing research in this area, with the aim of continually adapting the concept of education to provide a comprehensive education that prepares students for the challenges of the present and the future. Researchers may investigate the efficacy of educational tools and their impact on the preparation of marketing professionals. It is of the utmost importance to investigate the interrelationship between these terms and other disciplines, such as consumer psychology and business ethics, in order to provide training for professionals in this field.

Concurrently, one can discern concepts that have emerged relatively recently in the research domain and that continue to be pertinent in the academic literature. In light of these considerations, it is evident that concepts such as: The advent of "big data" has transformed the manner in which information is gathered, analyzed, and utilized across a multitude of industries. Further research could examine how big data analytics techniques can facilitate valuable solutions and informed decisions in marketing and educational institutions. Additionally, it is essential to investigate the challenges associated with privacy, security, and data governance in the context of big data.

The advent of social media has transformed the manner in which brands engage with their potential customers, facilitating new avenues for connection and interaction. Future research may examine the efficacy of social media marketing strategies that are personalized and optimized through the analysis of user behavioral data. Additionally, the influence of influencers on consumer perception and loyalty can be examined.

Future research in the field of employment may wish to investigate the impact of automation and artificial intelligence on the demand for skills and job profiles required to improve resumes. It is recommended that the impact of these skills on new work modalities, such as teleworking and the *gig economy*, be investigated.

"*Pedagogy*" is a topic that has evolved substantially with the integration of digital technologies in the classroom. Future studies may be interested in carrying out virtual and augmented reality tool techniques in marketing teaching. The potential of artificial intelligence and machine learning to personalize educational content and adapt teaching strategies to the individual needs of students can also be investigated.



Figure 9. Research agenda. Own elaboration based on Scopus and Web of Science

5. CONCLUSIONS

This systematic literature review and bibliometric analysis offer a comprehensive perspective on research trends in marketing and the curriculum. They highlight the exponential growth of the literature, the main academic references, thematic evolution, research clusters, and key concepts, both current and emerging. In order to address this objective, the following research questions were posed and subsequently answered: a) What are the years in which there has been the most interest in marketing in the curriculum? The analysis revealed that the greatest interest was concentrated in the years 2022 and 2023. This implies the current need to update marketing curricula in the face of rapid technological changes that affect the work environment. b) What are the main research references on marketing in the curriculum? The most influential authors were Kelley C.A., Wolter S.C., Kahm M.E., and Zhang S.Q. The *Journal of Marketing Education* is recognized as the journal with the greatest impact and the highest number of publications. The most prolific countries are the United States, China, Australia, and the United Kingdom. c) What is the evolution of the main keywords? A transition was identified from terms such as "marketing training" towards cutting-edge concepts such as "digital marketing," "social networks," and "big data." d) What are the main clusters of scientific associativity? Four thematic clusters were identified: digital education, social media marketing, social and ethical marketing, and experiential learning methodologies. e) What are the thematic trends on marketing in the curriculum? The most significant emerging keywords include "Higher Education," "Big Data," "Social Media Marketing," "Employment," and "Pedagogy." f) What topics are appropriate for a research agenda? A proposed agenda includes topics such as the incorporation of artificial intelligence, the design of curricula for developing countries, interdisciplinary approaches, and longitudinal research on the long-term effectiveness of marketing strategies.

These findings are consistent with previous literature and underscore the necessity to continuously modify marketing programs to align with market demands and evolving thematic trends in higher education and business practices.

Finally, this study contributes to the body of knowledge on marketing and curriculum by identifying key topic areas and proposing an agenda for future research.

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