

INTEGRATION OF PERSONALIZED, IMMERSIVE, AND MEMORABLE DIGITAL MARKETING INTO CAREER SERVICES FOR TOURISM STUDENTS

¹Safitri, ²Musafa**^{1,2}STP ARS Internasional**Email: *¹safitripipit014@gmail.com, ²musafadec@gmail.com**Abstract**

The dynamic and experience-based nature of the tourism industry requires higher education graduates to possess comprehensive career readiness, encompassing not only technical competencies but also strong career engagement and meaning-making. However, career guidance services in higher education remain largely informational and insufficiently experience-oriented. This study aims to analyze the effects of integrating digital-based personalized, immersive, and memorable marketing approaches into career guidance services on career engagement and career readiness among tourism students. This study employed a quantitative survey design involving undergraduate students enrolled in tourism-related programs at higher education institutions. Data were analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) to examine the relationships among variables. The findings indicate that digital-based personalized, immersive, and memorable marketing significantly and positively influence students' career engagement. Furthermore, career engagement was found to have a significant effect on career readiness and to function as a mediating variable that strengthens the influence of the three approaches. Among the three approaches, immersive marketing demonstrated the strongest effect on career engagement. These results highlight the importance of developing career guidance and counseling services that emphasize experiential learning, personalization, and emotional meaning through the effective use of digital technologies. Practically, this study provides valuable implications for higher education institutions and career counselors in designing innovative, adaptive, and student-centered career services to enhance graduates' readiness to enter the tourism workforce.

Keywords: career guidance, personalized marketing, immersive marketing, memorable marketing, career readiness, tourism, SEM-PLS

Abstrak

Perkembangan industri pariwisata yang dinamis dan berbasis pengalaman menuntut lulusan perguruan tinggi memiliki kesiapan karier yang komprehensif, tidak hanya dari aspek kompetensi teknis, tetapi juga dari keterlibatan dan pemaknaan karier yang kuat. Namun, layanan bimbingan karier di perguruan tinggi masih cenderung bersifat informatif dan kurang berorientasi pada pengalaman mahasiswa. Penelitian ini bertujuan untuk menganalisis pengaruh integrasi personalized, immersive, dan memorable marketing berbasis digital dalam layanan bimbingan karier terhadap keterlibatan karier (career engagement) dan kesiapan karier (career readiness) mahasiswa bidang pariwisata. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei, melibatkan mahasiswa program studi pariwisata di perguruan

tinggi. Data dianalisis menggunakan *Structural Equation Modeling–Partial Least Squares (SEM-PLS)* untuk menguji hubungan antarvariabel. Hasil penelitian menunjukkan bahwa *personalized, immersive, dan memorable marketing* berbasis digital berpengaruh positif dan signifikan terhadap keterlibatan karier mahasiswa. Selain itu, keterlibatan karier terbukti berpengaruh signifikan terhadap kesiapan karier serta berperan sebagai variabel mediasi yang memperkuat pengaruh ketiga pendekatan tersebut. Temuan penelitian juga menunjukkan bahwa pendekatan *immersive marketing* memiliki pengaruh paling kuat terhadap keterlibatan karier mahasiswa dibandingkan dua pendekatan lainnya. Penelitian ini menegaskan pentingnya pengembangan layanan bimbingan dan konseling karier yang berorientasi pada pengalaman, personalisasi, dan pemaknaan emosional melalui pemanfaatan teknologi digital. Secara praktis, hasil penelitian ini memberikan implikasi bagi pengelola pendidikan tinggi dan konselor karier dalam merancang layanan karier yang inovatif, adaptif, dan berpusat pada mahasiswa guna meningkatkan kesiapan lulusan memasuki dunia kerja pariwisata.

Kata kunci: *bimbingan karier, personalized marketing, immersive marketing, memorable marketing, kesiapan karier, pariwisata*

INTRODUCTION

The global digital transformation has fundamentally changed the landscape of higher education, including how universities prepare students to face an increasingly complex and competitive job market. The Fourth Industrial Revolution and the shift toward Society 5.0 require educational institutions not only to transfer knowledge but also to equip students with adaptive, reflective, and future-oriented skills (OECD, 2021; UNESCO, 2022). In this context, student career development services have become a strategic element that determines graduates' readiness to enter the global job market.

Today's students, predominantly from Generation Z, exhibit unique characteristics as *digital natives* who are accustomed to personalized, interactive, and technology-based learning experiences. They have high expectations for educational services that are responsive to individual needs, provide meaningful experiences, and are relevant to the realities of the working world (Prensky, 2001; Seemiller & Grace, 2019). However, various international studies indicate that career services at universities still tend to be administrative, generic, and focused solely on information dissemination, making them less capable of addressing students' needs in depth (Watts, 2013; Hooley et al., 2018).

This situation becomes even more problematic in the context of tourism education. The tourism industry is a highly dynamic, experience-based sector that relies heavily on the quality of human resources capable of creating emotional connections and meaningful services for tourists (Pine & Gilmore, 2011; Baum, 2015). Consequently, tourism students face more complex career challenges compared to other fields, including uncertainty regarding career paths, high demands for soft skills, and the need for self-understanding and professional identity from an early stage (Richardson, 2009). Unfortunately, the career services available at many universities have not yet been fully able to accommodate this complexity. Career services are still often perceived as an afterthought, one-sided in nature, and lacking in hands-on experience relevant to the

tourism industry. Consequently, student engagement with career services remains relatively low, and their impact on career clarity and employability is limited (Lent & Brown, 2013).

From a career guidance and counseling perspective, career services should ideally function as a continuous development process that helps individuals understand themselves, explore opportunities, and make meaningful career decisions throughout their lifespans (Super, 1990; Savickas, 2013). However, field practice reveals a gap between this ideal concept and the implementation of career services at universities. The rapid digitization of career services in recent years has often focused solely on the use of online platforms, web-based assessments, or job vacancy information portals. Although these steps expand access, such approaches do not necessarily result in meaningful career development experiences for students. A study by Hooley et al. (2018) confirms that digitization without proper pedagogical design and counseling has the potential to result in services that are transactional rather than transformational.

In the context of tourism students, transactional career services become less relevant because they do not provide space for students to experience, reflect on, and construct meaning regarding their career choices. In fact, the process of career identity formation is heavily influenced by emotional experiences, active engagement, and an individual's personal narrative (Savickas, 2013). Therefore, a new approach is needed that can bridge digital technology with humanistic and student-centered principles of career development.

The concept of *personalized, immersive, and memorable marketing*—which has emerged in the fields of marketing and consumer psychology—offers a relevant conceptual framework to address these challenges. *Personalized marketing* emphasizes the importance of services tailored to individuals' needs, preferences, and characteristics, aligning with the principle of individualization in career counseling (Kotler et al., 2017). This approach allows career services to be designed based on students' unique profiles, including their interests, values, and career goals. Meanwhile, *immersive marketing* focuses on creating experiences that engage individuals cognitively, emotionally, and behaviorally. In the context of career services, this approach can be implemented through workplace simulations, virtual experiences, interactive case studies, and project-based learning relevant to the tourism industry. This approach aligns with the theory of *experiential learning*, which emphasizes the importance of direct experience in shaping understanding and competencies (Kolb, 2015).

Meanwhile, *memorable marketing* highlights the importance of memorable and meaningful experiences, which can build long-term memories and influence individuals' attitudes and behaviors. In career services, memorable experiences have the potential to strengthen the internalization of career values, boost self-efficacy, and foster commitment to chosen career paths (Pine & Gilmore, 2011; Schmitt, 2019). The integration of these three approaches into digital-based career services offers an opportunity to create more

holistic, relevant, and long-term impactful career guidance and counseling services, particularly for students in the field of tourism. The novelty of this study lies in its systematic effort to integrate the concepts of *personalized, immersive, and memorable marketing* into digital-based career guidance and counseling services. Unlike previous studies, which generally examined career services, digitalization, or learning experiences separately, this study combines all three within a single, cohesive, and contextual conceptual framework. Furthermore, this study specifically focuses on tourism students, a group that has thus far received relatively little attention in international career guidance and counseling research. By adopting an interdisciplinary approach that integrates guidance and counseling, tourism education, and digital marketing, this study offers a new perspective on the development of career services in higher education. It enriches the literature on career guidance and counseling with an experience- and marketing-based approach, while expanding our understanding of how digital technology can be meaningfully utilized in student career services. The research findings can serve as a practical guide for career counselors, faculty members, and student affairs administrators in designing career services that are more personalized, interactive, and relevant to the characteristics of tourism students. This study provides an empirical foundation for universities and education policymakers in formulating strategies for the development of digital-based career services that prioritize the quality of the student experience and graduates' employability.

METHOD

This study employs a quantitative approach with an explanatory survey design, aiming to analyze the impact of integrating digital-based *personalized, immersive, and memorable marketing* into career services on the career readiness and engagement of tourism students. A quantitative approach was chosen because it allows for the objective and systematic testing of relationships between variables based on empirical data (Creswell & Creswell, 2018). The study population consists of students in tourism programs at universities that offer digital career services. The sampling technique used was purposive sampling, with the criterion being active students who had participated in or accessed digital career services at least once. The sample size was determined based on the principle of *minimum sample size* for multivariate analysis, namely at least 5–10 times the number of indicators used (Hair et al., 2019). The research instrument consisted of a closed-ended questionnaire with a five-point Likert scale developed based on theoretical reviews and previous research. The variables “personalized,” “immersive,” and “memorable marketing” were adapted from the concepts of experiential marketing and service personalization (Kotler et al., 2017; Schmitt, 2019), while the variables of students' career readiness and engagement were based on career development theory and “career self-management” (Lent & Brown, 2013; Savickas, 2013). Instrument validity was tested using *confirmatory factor analysis* (CFA), while reliability was measured using Cronbach's alpha. Data were analyzed using Structural Equation Modeling (SEM) based on *Partial Least Squares* (PLS), which was selected for its ability to test latent

relationships simultaneously and its flexibility regarding data distribution and sample size (Hair et al., 2019). The analysis was conducted through stages of measurement model and structural model evaluation to test the relationships among the study variables. The entire analysis process was carried out using relevant statistical software.

RESULTS AND DISCUSSION

1. Coefficient of Determination (R^2)

The coefficient of determination (R^2) indicates the proportion of variance in the endogenous variables explained by the exogenous variables included in the structural model.

Table 1. Coefficient of Determination (R^2)

ENDOGENOUS VARIABLE	R^2	INTERPRETATION
CAREER ENGAGEMENT	0.61	Substantial
CAREER READINESS	0.67	Substantial

Interpretation

The R^2 value of 0.61 indicates that 61% of the variance in career engagement is explained by personalized marketing, immersive marketing, and memorable marketing. Meanwhile, the R^2 value of 0.67 demonstrates that 67% of the variance in career readiness is explained by the combined effects of these three experiential marketing approaches through students' career engagement. According to the classification proposed by Hair et al. (2022), both R^2 values fall within the substantial category, indicating that the proposed structural model possesses strong explanatory power for predicting career engagement and career readiness among tourism students.

2. Structural Model Path Coefficients

Table 2. Structural Model Path Coefficients

RELATIONSHIP BETWEEN VARIABLES	B (PATH COEFFICIENT)	T-VALUE	P-VALUE	DECISION
PERSONALIZED → CAREER ENGAGEMENT	0.31	4.87	0.000	Significant
IMMERSIVE → CAREER ENGAGEMENT	0.36	5.42	0.000	Significant
MEMORABLE → CAREER ENGAGEMENT	0.28	3.96	0.000	Significant
CAREER ENGAGEMENT → CAREER READINESS	0.52	7.11	0.000	Significant
PERSONALIZED → CAREER READINESS	0.21	2.98	0.003	Significant

IMMERSIVE → CAREER READINESS	0.25	3.67	0.001	Significant
MEMORABLE → CAREER READINESS	0.19	2.54	0.011	Significant

3. Statistical Analysis and Empirical Interpretation

a. The Effect of Personalized Marketing

The path coefficient ($\beta = 0.31$; $t = 4.87$) indicates that digital personalized career services have a positive and statistically significant effect on students' career engagement. This finding suggests that tourism students become more actively involved in career development activities when career services are tailored to their individual interests, career goals, competencies, and personal characteristics. The result demonstrates that personalization enables students to perceive career services as more relevant and meaningful, thereby fostering stronger cognitive, emotional, and behavioral engagement throughout the career development process.

b. The Effect of Immersive Marketing

Among all predictors, immersive marketing exhibits the strongest influence on career engagement ($\beta = 0.36$). This finding indicates that immersive and contextual learning experiences—such as workplace simulations, virtual industry experiences, and interactive career scenarios—serve as the most influential factor in enhancing students' engagement with career development activities.

The relatively high t-value (5.42) further confirms the statistical robustness and stability of this relationship.

c. The Effect of Memorable Marketing

Memorable marketing also demonstrates a positive and statistically significant effect ($\beta = 0.28$) on career engagement. This result indicates that career services capable of creating emotionally meaningful and memorable experiences contribute substantially to students' emotional attachment, reflective thinking, and long-term commitment toward their future careers. Meaningful experiences appear to strengthen students' motivation to actively participate in career planning and professional development activities.

d. Effects on Career Readiness

The findings reveal that career engagement is the strongest predictor of career readiness ($\beta = 0.52$; $t = 7.11$; $p < .001$). This result suggests that students' active participation in career development programs functions as the primary psychological mechanism through which work readiness is developed among tourism students.

In addition to the indirect effects mediated by career engagement, the three experiential marketing dimensions—personalized, immersive, and memorable marketing—also exhibit significant direct effects on career readiness. These findings indicate that

appropriately designed digital career services can accelerate students' readiness for employment without relying solely on long-term developmental processes.

4. Total Effects and Model Synthesis

Based on the total effects analysis, the predictors influencing career readiness can be ranked as follows:

1. Immersive Marketing
2. Personalized Marketing
3. Memorable Marketing

These findings indicate that immersive experiences constitute the primary foundation for preparing students for future careers. Their impact is subsequently strengthened by the personal relevance provided through personalized marketing and reinforced by the lasting emotional impressions generated through memorable marketing strategies.

Overall, the structural model demonstrates that experiential digital career services effectively integrate experiential learning, personalized support, and emotional engagement to improve students' career readiness in tourism education.

DISCUSSION

Digital Personalized Marketing and Career Engagement among Tourism Students

The findings demonstrate that digital personalized marketing exerts a positive and statistically significant influence on the career engagement of tourism students. This result underscores the importance of individualized relevance in career services, particularly within higher education institutions that serve students with diverse backgrounds, career aspirations, competencies, and professional interests.

Personalization enables career services to adapt their content, delivery methods, and intervention strategies according to students' individual characteristics, thereby promoting deeper cognitive, emotional, and behavioral engagement throughout the career development process. Students perceive personalized services as more meaningful because the information, recommendations, and career guidance directly correspond to their personal goals and professional identities.

From the perspective of career guidance and counseling, these findings support Career Construction Theory, which conceptualizes career development as a subjective and constructive process through which individuals create meaning by integrating personal experiences into coherent career narratives (Savickas, 2013). Personalized career services facilitate this process by enabling students to connect their self-concepts with the increasingly diverse and dynamic employment opportunities available within the tourism industry.

The findings are likewise consistent with Self-Determination Theory, which emphasizes that the fulfillment of three basic psychological needs—autonomy, competence, and

relatedness—enhances intrinsic motivation and sustained engagement (Deci & Ryan, 2000). When students perceive career services as personally relevant and responsive to their individual aspirations, they become more intrinsically motivated to participate actively in career planning and professional development activities. Consequently, digital personalization represents an effective strategy for improving the quality, relevance, and effectiveness of university career guidance services in the contemporary digital era.

Immersive Marketing as a Catalyst for Career Exploration and Experiential Learning

The findings indicate that immersive marketing exerts the strongest influence on tourism students' career engagement, with a path coefficient of $\beta = 0.36$, making it the most dominant predictor among the three experiential marketing dimensions. This result suggests that immersive learning experiences—including virtual workplace simulations, interactive industry projects, digital case studies, augmented and virtual reality applications, and experiential career exploration activities—significantly enhance students' involvement in career development.

This finding reinforces the argument that career preparation should extend beyond the passive dissemination of career information. Rather, students require authentic and meaningful experiences that enable them to visualize, experience, and reflect upon the realities of their future professions. In tourism education, where service quality, interpersonal competence, cultural awareness, and problem-solving skills are fundamental, immersive learning provides opportunities for students to experience workplace dynamics before entering professional employment.

These findings strongly support Experiential Learning Theory proposed by Kolb (2015), which argues that effective learning occurs through a cyclical process consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Immersive career services facilitate each stage of this learning cycle. Students first encounter simulated professional situations, subsequently reflect upon these experiences, develop conceptual understanding regarding professional competencies, and finally apply newly acquired knowledge to future career planning.

Moreover, immersive career experiences reduce uncertainty regarding future employment by allowing students to explore occupational roles within realistic yet psychologically safe environments. This observation is consistent with Social Cognitive Career Theory (SCCT), which emphasizes that mastery experiences constitute the strongest source of career self-efficacy (Lent et al., 1994). As students successfully complete immersive career activities, their confidence in their professional capabilities increases, leading to greater motivation to pursue careers in the tourism industry.

From a counseling perspective, immersive marketing functions as a psychological bridge between academic learning and professional practice. Rather than merely informing students about career opportunities, immersive experiences allow them to develop

realistic expectations concerning workplace demands, thereby strengthening both career confidence and career adaptability.

Memorable Marketing and the Internalization of Career Meaning

The present study also demonstrates that memorable marketing significantly influences both career engagement and career readiness. Although its direct effect is slightly lower than that of immersive and personalized marketing, memorable marketing remains an essential component of experiential career services because it promotes long-term psychological impact through emotionally meaningful experiences. Within the framework of Experiential Marketing, memorable experiences are characterized by strong emotional involvement, personal relevance, and enduring cognitive impressions (Pine & Gilmore, 2011; Schmitt, 2019). Rather than simply providing information, memorable career services encourage students to connect career planning with their personal values, aspirations, and life purposes.

Examples of memorable career interventions include reflective counseling sessions, inspirational presentations delivered by successful tourism professionals, digital storytelling, alumni mentoring, interactive career portfolios, and multimedia career narratives. These experiences encourage students to construct meaningful interpretations of their professional futures rather than merely selecting occupations based on economic considerations. Psychological research has consistently demonstrated that emotional experiences facilitate deeper learning and stronger memory retention. According to Tyng et al. (2017), emotions significantly influence attention, learning processes, and long-term memory formation. Consequently, career services capable of eliciting positive emotional responses contribute substantially to students' career identity formation and career decision-making processes. Within tourism education, memorable experiences become particularly valuable because hospitality and tourism professions require emotional intelligence, empathy, interpersonal communication, and customer-oriented attitudes. Therefore, emotionally meaningful career services prepare students not only cognitively but also affectively for future professional responsibilities.

Career Engagement as the Primary Psychological Mediator

One of the most important findings of this study is the substantial influence of career engagement on career readiness ($\beta = 0.52$). This represents the strongest relationship identified within the structural model, indicating that career engagement functions as the primary psychological mechanism through which personalized, immersive, and memorable marketing collectively enhance students' readiness for future employment.

Career engagement encompasses proactive career behaviors, including career exploration, planning, networking, competency development, self-reflection, and continuous learning. Students who actively participate in these developmental activities become better prepared to navigate increasingly competitive labor markets.

This finding aligns with the work of Hirschi et al. (2014), who argue that proactive career behaviors significantly predict employability, career adaptability, and successful school-to-work transitions. Career readiness is therefore not achieved solely through acquiring technical knowledge but also through sustained engagement in career development activities. From the perspective of career counseling, these findings suggest that career engagement should become the primary target of intervention. Rather than focusing exclusively on disseminating occupational information, university career counselors should create learning environments that encourage students to become active participants in constructing their own career trajectories. Career engagement also reflects students' psychological investment in their professional futures. Students who perceive career development as personally meaningful are more likely to demonstrate persistence, resilience, adaptability, and confidence when confronting career-related challenges.

An Integrative Experiential Career Service Model

The present findings further demonstrate that personalized, immersive, and memorable marketing operate synergistically rather than independently. Each experiential marketing dimension contributes unique value while simultaneously reinforcing the effectiveness of the others. Personalized marketing establishes individual relevance, ensuring that career services align with students' unique characteristics and aspirations. Immersive marketing provides authentic experiential learning, enabling students to develop professional competencies through realistic experiences. Memorable marketing creates lasting emotional impressions, strengthening students' long-term commitment to career development.

Collectively, these three dimensions constitute an integrative experiential career service model that transforms traditional university career services from information-oriented systems into student-centered developmental experiences. This model represents a significant paradigm shift within career guidance and counseling. Conventional career services have historically emphasized occupational information, aptitude assessment, and job placement assistance. In contrast, experiential career services prioritize psychological engagement, identity construction, experiential learning, emotional connection, and reflective meaning-making.

Such an approach is particularly relevant within tourism education because careers in hospitality and tourism require graduates to possess not only technical competencies but also emotional resilience, intercultural communication skills, creativity, adaptability, customer-service orientation, and lifelong learning capacities. Consequently, this study extends the application of Experiential Marketing Theory beyond commercial marketing contexts into higher education and career counseling, demonstrating that experiential principles can effectively facilitate students' career development and professional readiness.

CONCLUSION

This study concludes that the integration of *personalized, immersive, and memorable marketing* based on digital technology is an effective approach to improving the quality of career counseling services for students in the field of tourism. The results show that these three approaches significantly influence students' career engagement and career readiness, both directly and indirectly. These findings confirm that conventionally designed, one-size-fits-all career services are less capable of addressing students' needs amid the increasingly complex and experience-based dynamics of the tourism workforce.

The *personalized marketing* approach was shown to increase the relevance of career services to students' individual needs, interests, and aspirations, thereby encouraging active engagement in the career development process. Meanwhile, *immersive marketing* made the strongest contribution to career engagement through simulated and contextual experiences that bring students closer to the realities of the tourism workforce. *Memorable marketing*, on the other hand, plays a role in strengthening the internalization of career meaning and building long-term impact through memorable and emotionally meaningful service experiences. Furthermore, this study emphasizes the role of career engagement as a key mechanism that bridges the influence of these three approaches on students' career readiness. Students who are actively engaged in career services demonstrate a higher level of readiness to face the challenges of transitioning from the academic world to the workforce. Thus, career guidance and counseling services need to be developed as an experience-oriented, participatory, and student-centered process, supported by the humanistic use of digital technology. Overall, this study provides theoretical and practical contributions to the development of an experience-based career service model in higher education, particularly in tourism programs. The integration of personalized, immersive, and memorable digital approaches is expected to serve as an innovative strategy for preparing graduates who are adaptable, reflective, and ready to compete in the global workforce.

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