

Computer Simulation and Learning Theory, Volume 3, 1976

THE USE OF NON COMPUTERIZED SIMULATION AS AN EXPERIENTIAL LEARNING METHOD IN ADVERTISING

A class in advertising could merely be designed to acquaint students with the general field. However, at Texas A&I-Corpus Christi advertising is designed as a tool course from which the student acquires a practical knowledge about the concepts of advertising planning, budgeting, effectiveness, and control. These goals must be attained in an one (three hour) course since faculty resources and student population do not allow additional commitment to advertising specialization.

The Student

A&I-CC students who enroll in the advertising course choose the course as an elective. The typical class, therefore, includes students with varying degrees of knowledge about advertising, marketing, and business administration. For example, in one class a student with 18 hours of marketing sits beside a science major with no prior business course experience. Furthermore, a difference in maturity is also common in that the 20 year old junior college graduate is competing with retired military persons, full time military people, and regularly employed individuals in their 40's and 50's. The instructor is challenged to motivate the business student without "turning off" the science major and to present an equally demanding class for the naive and the mature student.

The Methodology

The objectives of the course and the expectations of the student can best be satisfied by providing a "hands on" approach to the study of advertising. Therefore, a minimal amount of time is devoted to lecture

explanation of advertising theory and a maximal amount of time is devoted to practical application.

Classroom Instruction

The theoretical concepts are presented to the student through the traditional lecture approach and, especially, through the use of relevant guest lecturers. The lecture presented in the classroom consists of explaining relevant concepts or expanding on concepts from the text which the student must possess to evaluate or evolve an advertising campaign.

Guest lecturers are key variables in the presentation of the advertising concepts. Each guest lecturer is an advertising practitioner who presents specific concepts and techniques about his specialty to the class. The sales manager from a television station explains the workings and functions of television advertising, a radio station manager discusses the use of radio advertising, an advertising agency executive explains the function of an agency, a commercial artist discusses the utilization of graphics in advertising copy, the local newspaper advertising manager explains the use of the print medium, a billboard advertiser discusses the applicability of the traffic medium, and a specialty advertiser explains his function as an advertiser. The student then has expert knowledge available to him that can be integrated with textbook theory to resolve advertising problems that must be solved by the student during the course.

Student Application

A dual approach is used to motivate the student to apply to the practical world the theory he has acquired in the classroom. Hence, one individual task and one group task is assigned each student. The individual task consists of an analysis and evaluation of a commercial

advertising campaign for which specific requirements given, and students are required to judge the campaign on the basis of theoretical criteria as established in the classroom.

The campaign study task is assigned early in the semester and requires students to study a campaign which is delivered in the local media. Since one objective of the study is to make intermedia comparative evaluations, the campaign must be presented by more than one medium. First the apparent target market is determined by analyzing the campaign's message and then the specifics of the advertising copy are evaluated. Specifically, the theme, slogans, word copy, and consistency within media must all be analyzed. Detailed instructions are provided by the instructor in a student handout in which he explains specific goals and requirements of the campaign study. Finally each student gives an oral presentation to his fellow classmates and submits a written analysis to the instructor.

The campaign study is used to motivate each student to study advertising as it is practiced. The second task is a group project which involves students with the problem of evolving realistic advertising campaign with budget limitations. A simulation manual is provided each student which explains the background of the company, describes executive roles that students will assume, and explains the objectives of the simulation. The scenario of the simulation is a marketer entering the local Corpus Christi market with food product line sold through supermarkets. Thus, the simulation is realistic since it is not set in the usual eastern or midwestern city, to which the south Texas student cannot relate.

Computer Simulation and Learning Theory, Volume 3, 1976

A number of specific learning objectives are accomplished. First of all, students must learn to work as members of a group and learn to take responsibility and delegate authority. They also are required to study target markets and to choose media which will reach identified target markets, and they also learn how to elicit information about media costs as these must be acquired directly from the media. In addition they are required to evolve a commercial and develop themes, slogans, and pragmatic advertisements. The most beneficial result of the simulation is that students must do actual field work and apply textbook theory to an advertising problem.

Student Evaluation

The determination of a student's grade is often difficult in abstract projects and particularly so in group task assignments. In the advertising experiential tasks, the individual campaign study is graded by the instructor as a competency task objective. The student who accomplishes each specific task in the study receives either an A or a B depending on the thoroughness and quality of the task accomplishment. When an unsatisfactory study is submitted, it is returned for additional work.

For the group simulation, a peer group-instructor evaluation is utilized. The simulation is given a point value and each student assigns everyone in the individual's group (including the student making the assignment) a specific point value as the peer's evaluation of each student's contribution to the project. Criteria by which contribution may be judged is provided, and the peer evaluation is used to determine each individual's contribution to the group. For example, out of a possible total point value of 1000 points with 10 students in the group, a student

could assign each person an equal number of points (100) because everyone contributed to the campaign solution. On the other hand, if one student contributed little or nothing to the solution, the other members might assign him zero points and divide the points among the other nine members. Thus, peer pressure to perform to some level of competence is felt by each group member.

Validation as a Teaching Tool

A statistical test such as Chi Square or Analysis of Variance is not feasible as a test in this simulation. Specifically, because of faculty resources, only one section of advertising is offered each semester. Therefore, a test to compare the experiential method with the lecture method is not possible.

However, non-statistical validation of the teaching methodology is totally favorable. End of semester course evaluations are always positive and usually suggest that additional experiential learning methods be used in other courses. Students also typically note that they are now more aware of the specific need for commercials and better comprehend what advertising is all about. There is also community interest in the project with a number of businessmen commenting on the reality and breadth of this teaching method. Interestingly, a significant number of students also mention this course as an enjoyable learning experience in their graduating senior exit interviews.

Perhaps the acid test is in the number of students who select advertising as an elective in obtaining the business degree. Except for the basic core course, advertising always has more students enrolled than any other marketing course and most other business elective courses. A spin-off also appears to be developing in that students are also enrolling in other elective marketing courses in which they expect to find a similar learning environment.

IMPLEMENTATION OF EXPERIENTIAL BUSINESS APPLICATIONS

Current trends in business education are towards an entrepreneurship course that allows the student to apply the classroom concepts gained in the school of business. While this may fit the needs of some students, other graduates find it difficult to meet the realities of the business world. Students in all areas of education face the same transition. They are suddenly removed from an academic environment with its assumptions and limitations, to an environment where they are thrust into situations requiring them to apply all of this classroom learning for the first time. Students in the education department preparing for a career in teaching, however, are exposed to their actual teaching environment before graduation, under the watchful eye and guidance of a supervisor. Cannot business provide the same experience for its students? It was this question that prompted the establishment of this course in Experiential Business Applications.

Objective of the Course

The objective of this course is to allow the student to demonstrate application of skills, techniques, and analytical procedures --introduced in academic experience -- in a real existing and/or simulation of an existing work situation. In order to keep the application part of the objective as realistic as possible, it was felt that simulation should be used only in limited areas.

Benefit for the Student

The student certainly is the one who should benefit from a course of this nature. It has been our observation that the student benefits in at least the following ways:

Computer Simulation and Learning Theory, Volume 3, 1976

- (1) Provides a self-test of individual ability to use classroom concepts.
- (2) Provides an opportunity to examine applicability or inapplicability of classroom concepts in various work situations.
- (3) Exposes the student to the need to adapt, adjust, complicate, or modify classroom concepts to fit varied work situations.
- (4) Provides experience in communicating the results of work efforts.

Course Operations

In the development of this course we were charged with the responsibility of trying to initiate a course in the curriculum using the concept of performance based instruction. The main idea in trying this approach was to insure that the students knew in advance what was required of them, and if they completed the task, credit would be given for completion of that segment of the course.

With this thought foremost in our mind, we set out to develop a list of potential performance objectives. Performance objectives identify a specific action and product which demonstrate the participants application of a classroom concept to an actual or simulated work situation.

Each student is required to select and complete sufficient performance objectives to accumulate twenty-eight points. The selected objectives must include three major subject areas from the school of business, and one must represent the students major field of concentration. Although some students elect to do only the minimal number of points outside their field of concentration, this is not discouraged, for they are completing objectives that apply to the career that they plan to pursue.

Computer Simulation and Learning Theory, Volume 3, 1976

Each performance objective is to be presented in acceptable report form, including as a cover sheet a copy of the student contract. In addition to this requirement, each student is required to present a major performance objective to the other participants and the program coordinator. This is accomplished at various class meetings scheduled by, the coordinator.

Earlier in the requirements for the course, it was mentioned that twenty-eight points were required to successfully complete the course. Point allocation for each performance objective is made according to the complexity and time involved to successfully complete each objective. Relative point value reflects its value as compared to all objectives and not only those of a similar area.

Grading System

In keeping with the original charge to develop a course utilizing as much of the performance based instruction concept as possible, the grading system that has evolved is a “hybrid” form in keeping with the PBI concept. Since the course is required of all seniors receiving the BBA degree, the original grading system that was used awarded the student the traditional letter grade, with some exceptions. Each of the objectives completed received the number of points stated for the objective. No partial credit was given. If the student completed the task stated in the objective, all points were received, if not the report was returned to the student with no points credited to the student’s file. The student would then submit the objective again to receive the points allocated for that task. The following grading system was used in the first two years of operation:

Computer Simulation and Learning Theory, Volume 3, 1976

1. For a student to receive a letter grade of “C” he or she would have to complete sufficient objectives to accumulate twenty (20) points.
2. A student must accumulate twenty-four (24) points to receive the letter grade “B”.
3. A student must accumulate twenty-eight (28) points to receive the letter grade “A”.
4. A student would receive a grade of incomplete (I) if he or she has accumulated at least fifteen (15) points but less than twenty (20). Included in this fifteen (15) points must be the major ten (10) points report that has been presented to the class and coordinator. If the student fails to accumulate less than 15 points, he or she would receive a grade of no credit (NC) and must register for the course and negotiate new student contracts for all performance objectives.

It should be noted at this time the points that are awarded for each of these performance objectives are based on calculation of one point for each four hours of work involved. Therefore, a five point objective, should take the student twenty hours to complete, including all research and report preparation.

The fore-mentioned grading system has now evolved to what we consider another step toward full performance based instruction. The grading system presently used is as follows:

1. A student receives a grade of credit “Cr” if he or she completes a sufficient number of objectives to accumulate twenty-eight points.
2. A student who accumulates less than twenty-eight points but more than twenty will receive a grade of incomplete (I). However, a student receiving less than twenty points receives a grade of no credit (NC).

Student Contracts

Students are required to negotiate a contract for each performance objective chosen. One contract is negotiated by the end of the second week of the semester to insure the student is making satisfactory progress. It is very Important to note that each contract bears a due date. This is one of the shortcomings of this course in terms of

the accepted concept of performance based instruction. I think the general consensus among the advocates of performance based instruction is that no time limit should be placed on the student. However, in our university, we operate on the semester system, and we are required to submit grades at the end of each semester. With this in mind, some system had to be devised to make sure the work was not only accomplished, but was turned in allowing enough time for evaluation.

In the early stages of development of this course, no time limit was placed on individual performance objectives. The only constraint was that all work must be in by the end of the semester. Guidelines were given to the students informing them that approximately 50 percent of the objectives should be completed by mid-semester. However, in this time period, approximately 95 percent of all performance objectives from all students came in within two weeks of the semester end.

Based on past experience, we initiated the contract system, with deadlines built in. Along with the deadlines, penalties were assessed in the following manner: (1) Failure to meet the due date results in the loss of one point for every three days the objective is late. (2) Each time a student completes an objective, a new contract will be negotiated for another objective and this process will continue until the student completes the required twenty eight points. If the student fails to negotiate a contract within three class meetings, he or she loses one point on the forthcoming contract. Although this places restrictions on the students, in the two semesters since this system has been initiated, very few objectives have been turned in late and the quality of work on the part of the student has shown a marked improvement. The program coordinator, in his role of evaluator, also experiences a much smoother work flow. (See attached enclosure)

Computer Simulation and Learning Theory, Volume 3, 1976

STUDENT CONTRACT GENERAL BUSINESS 495

1. State performance objective

2. Actual or simulated

3. Sources

4. Points

Student's signature _____

Instructor's signature _____

Special Instructions

Due Date _____

Computer Simulation and Learning Theory, Volume 3, 1976

Class Meetings

The very nature of this course allows the program coordinator some flexibility in the number and frequency of class meetings. Since the bulk of the work that the student does in preparation for the course goes directly into the organization of the objectives, the students are required to be in class and have with at all times any materials relating to their current project. The discussion sessions that are used in some of the class meetings allow the students to present some of the problems they are encountering with their present objectives. Solutions to these problems are often found through discussion with other class members.

Other class meetings are used for the oral presentations. In these meetings the students often gain new insights into areas that because of time conflicts, or some other reasons, never enrolled in some course areas that may have interested them. In some cases the presentations have been very extensive followed by a very lengthy question and answer sessions.

Our student composition adds much to these sessions. The varied experience of the students, whether they are from a military, government, or business background blend together to make the reports very informative.

Minimum Standards for Reports

The nature of this course is to allow the student a wide range of flexibility in choosing areas that are from his or her major field or from an area of interest. However, in keeping with the objective of our college, to provide quality education, it is expected that students in this course meet certain minimum standards. These minimum standards

Computer Simulation and Learning Theory, Volume 3, 1976

apply to the presentation of the performance objectives. The performance objectives available to the students spell out specifically what is expected from the student if they are to receive full credit in terms of points. If the program coordinator determines that the objectives does not meet even minimum standards of completeness, appearance, and communication, then the report must be submitted again in its entirety. In the very specialized areas, the program coordinator has to call upon pthers in the specific field for some technical advice. However, with the system of grading as we have here at Texas A&I at Corpus Christi, the process of determining whether the student receives credit or no credit is greatly simplified. Because of the diverse nature of all the performance objectives submitted, we have kept the format requirements to a minimum. They basically include these four items:

1. When footnotes are used, the form must be consistent throughout the report.
2. All reports are typed, and all errors should be corrected in a neat manner and retyped when necessary.
3. All graphs and charts that are not typed should be done in black ink.
4. Good English and style will be used as a basis for minimum acceptance.

Special Projects

Texas A&I University at Corpus Christi enjoys a very good working relationship with many of the business firms in the area. These firms are contacted on a periodic basis and besides providing guest speakers for the course, also provide many projects that allow the students to make direct application of their classroom learning. These projects are revised into specific performance objectives and made available

Computer Simulation and Learning Theory, Volume 3, 1976

to the participants. Once again, the students choose to do these projects and they know precisely what is expected of them, before they actually get into the objective.

These outside projects have proved most useful for the students who do not work. They provide a means by which the students can get this "hands on" approach to business while they are still students. Feedback from the students indicate that they feel more confident doing these things while still under the guidance of a faculty member, so that they can call upon him if the need arises. Response from the firms has been overwhelming. Many small firms can now do things, with the students' help, that otherwise would never have been possible because of the high cost.

Student Participation on Their Jobs

As stated earlier, approximately 50 percent of our students work either full or part-time. This makes the course quite meaningful for these students. Students that have been working for some time now realize that they have learned many things that can be applied even in their current job.

In the following section will be a list of some sample objectives that the students may choose from. Many of the students who are presently working take these objectives as they are stated and apply them to their job environment. Other students will modify the stated performance objectives so that they fit their exact firm. Some students are doing special things on their job that enables them to make direct application of some specialized skill they have previously acquired.

These applications constantly give us new ideas to add to our list of objectives to be presented to future students. In the past,

Computer Simulation and Learning Theory, Volume 3, 1976

we have solicited suggestions from students concerning new areas for performance objectives. Combining these approaches, we feel we are better able to offer a wider range of topics that appeal to the students interest.

Stated Performance Objectives

Following is a list of some of the performance objectives, with their relative point values, that the students have, chosen most frequently to present:

MARKETING

1. The student will prepare in outline form a quantitative basis for evaluating salesmen within his firm. (2 points) If permissible, the sales force of the company (at least five salesmen) will be evaluated by the proposed plan. (3 points)
2. The student will prepare a feasibility study for the opening of a branch retail store in Corpus Christi or in another city. (10 points)
3. Prepare a written report and illustrate in chart form a breakeven analysis for your firm utilizing dollars and/or units. (5 points)
4. The student will describe and evaluate the marketing philosophy of top management in the business. (1 point)
5. Recommend a viable sales compensation plan which will achieve both incentive and control objectives. Be specific in terms of sales positions and sales responsibilities. (1 point)
6. Develop point-of-purchase displays which will reinforce advertising campaigns of your firm. (3 points)
7. Evaluate the product pricing policy for a given firm. (1 point)

FINANCE

1. Family Portfolio: Assume that \$85,000 has been gained through an inheritance. Based on clear enunciation of the student's general economic status and goals for the future, do security analysis and design a portfolio with appropriate risk and appreciation potential. (5 points) In addition, if desired, do an economic and industry analysis to justify the selection of the specific companies. (5 points)

Computer Simulation and Learning Theory, Volume 3, 1976

2. Prepare a capital budget analysis for the selection of one among two long-term Investments. Evaluate the selection on a NPV, LRR, P1, and Pay Back. Use prime interest rate plus 1%. (5 points)
3. Compute the operational, financial and combined leverage for the company at its present level of operations. Using an expected value for next year's sales, as well as the standard deviation, determine the level of profits or losses based on at least three possible sales levels. (3 points)
4. Analyze the pension and/or profit-sharing plan of the company. Determine the existing and projected burden of these plans to the firm and decide if the burden potentially endangers the firm. (5 points) Evaluate the past performance of the portfolio manager(s) and analyze the existing portfolio, policies, etc., to determine if the portfolio management is appropriate. (4 points)
5. Develop a credit policy for the company that includes: to whom credit should be granted, what trade discount terms should be offered (if any), and what efforts should be made to deal with late and/or delinquent accounts. (6 points)
6. Perform the initial work required to acquire a short-term loan agreement with a commercial bank. This would include analysis of requirements, statement of position, pro-forma statements outlining how repayment will be made. Establish the types of collateral available and desirable if required by the lender. (6 points)

MANAGEMENT

1. Review the literature on Management by Objectives (MBO). Describe the current practices of the organization you are working in, compare its differences to MBO practices, and develop a new MBO program which could be implemented. (6 points)
2. Review the literature on work Motivation, especially the Two- Factor Motivation-Hygiene Theory of Frederick Herzberg. Study the outgrowth of the "job enrichment" concept developed by Herzberg. Describe the current practices of the organization you are working in, and develop a "job enrichment" program which could be implemented. (5 points)
3. Describe the current practices in the organization you are working in, and analyze its strengths and weaknesses, as revealed by the limitations of the evaluation methods. (5 points) Offer and substantiate suggestions for improvements in the appraisal system. (3 more points)
4. Do a plant location analysis for an electronics firm locating here in Corpus Christi including five quantitative and five non- quantitative considerations. (5 points)

Computer Simulation and Learning Theory, Volume 3, 1976

5. Develop a quality assurance system for some part of a health service organization. Include the development of an appropriate input/storage/output inspection system along with statistical quality control charts and testing procedures. (5 points)
6. Review the literature on compensation, wage and salary theory and practice. Select three different kinds of positions in an on-going organization and describe each in terms of the theoretical basis and procedures for compensation. (3 points)
7. Select two different kinds of jobs and write up an analysis and identify job specifications and provide a complete job description. (2 points)
8. Review the literature on employee recruitment, selection, and interviewing. Write up a detailed interview schedule for the initial recruitment interview, and for the on-site employment interviews. Identify the appropriate types of interviewing and cite the pitfalls and limitations of the interview sessions. (3 points)
9. Review the literature on leadership in general, and on the Managerial Grid (Blake and Mouton) and the Leader Behavior Description Questionnaire--Ohio State Leadership Studies (Halpin) in particular. Select three different supervisors or managers and write up an analysis of their leadership styles using the Managerial Grid (3 points) and/or the LBDQ-Ohio State Model. (3 points)

ECONOMICS

1. Choose a product, using data for five years to determine the price elasticity coefficient for the product. (1 point)
2. Investigate the feasibility of operating a vegetable cooperative in Corpus Christi. Include in your analysis the minimum number of orders required for lowest prices, how much possible savings, how often orders should be placed, what should be the conditions of membership, etc. (3 points)
3. Evaluate how reliable and convenient city bus service is for students, faculty, and staff at Texas A&I University at Corpus Christi. Specifically, what are the bus stop schedules, etc. (2 points)

ACCOUNTING

1. CASH FLOW: Assume that the firm wants to increase its inventory level by 20%. Do a three-month cash flow analysis showing cash received from all sources and cash disbursed. From this information make recommendations to management concerning what action should be taken. (5 points)

Computer Simulation and Learning Theory, Volume 3, 1976

2. **SALES AND COST VARIANCE ANALYSIS:** On a monthly basis prepare a three month sales and costs variance analysis comparing budgeted with actual. If the firm does not now prepare a budget, then prepare a budget for three months and then make the analysis. From the data prepare recommendations for management. (5 points)
3. **MANUFACTURING OVERHEAD VARIANCE ANALYSIS:** On a monthly basis prepare a three month manufacturing overhead variance analysis comparing standard cost (or budgeted flexible) to actual cost. Make appropriate recommendations to management. (5 points)
4. **LEASE OR BUY:** Select some asset used by the firm (e.g., car truck, equipment, etc.) and using the discounted cash flow method prepare an analysis of all relevant cost factors. The discount rate should be the rate the firm may borrow money from the local bank. Make appropriate recommendations to management. (3 points)
5. **DEPRECIATION METHODS:** Select some major asset used by the firm that qualified for accelerated depreciation method for federal income tax purposes. Prepare depreciation schedules showing for the life of the asset the depreciation expense annual under each of the following methods of depreciation: declining balance, sum-of-years digit and straight line. Next, annually for the life of the asset show the federal income tax effect for each of the methods. From the data prepare recommendations to management as to what method should be used. (3 points)
6. **INVESTMENT CREDIT:** Identify some asset used by the firm that qualified for investment credit. Calculate the tax effect of the investment credit to the firm for the life of the asset. Assume an early disposal of the asset, now determine the tax effect for the firm. Make recommendations for management. (3 points)

Validation As An Effective Teaching Aid

In the college of business here at Texas A&I University at Corpus Christi, prior to graduation, each senior completes an exit questionnaire. On this questionnaire, students are asked specific questions about all areas of their business education. This means has provided us with an effective means of evaluating this course as being superior to other courses in preparing the students for careers in business.

The comments from the students have been most favorable. Many students have indicated that this course has been the most applicable course in their formal business education.

Computer Simulation and Learning Theory, Volume 3, 1976

As stated earlier, the students presently working think of the course as a beneficial tool, even now, before graduation because of its unique quality to allow the application of many business concepts. However, most importantly is the opportunity that the non-working student has to make these direct applications.

The business community in the Corpus Christi area support the course for its effective means of exposing the students to realism. This alone, as many business people will agree, makes the course worthwhile.

The course has not evolved to its present status without problems, however, the problems that have occurred have been mainly in the mechanics. Students in general welcome the chance to take the knowledge gained in class and make the application to specific problems and areas of interest in the business environment.

Computer Simulation and Learning Theory, Volume 3, 1976

The Use of Non-Computerized Simulation as an Experiential Learning Method in Advertising

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Introduction

Texas MI University-Corpus Christi is committed to providing an innovative teaching environment. To pursue the objective of offering a meaningful and realistic learning experience for each student in the College of Business Administration, two courses are dedicated to the experiential learning concept. The purpose of each course is to provide the student with pragmatic business situations which require the use of classroom concepts in the business environment. Advertising theory and practice provides the “experience” by utilizing a non-computerized simulation. This course is an elective course available to all majors in business administration as well as students from other colleges in the university.

Texas MI at Corpus Christi is unique in several respects. Partly because the university is only in its third year of existence, there is a more flexible and adaptable environment in which to develop course concepts while attempting to satisfy needs which exist in the student market. The student population is extremely heterogonous and course content and concept must satisfy the variable student needs. Approximately 40% of the student body attends evening classes and almost every individual is a mature student with some work experience. A number of the day students are also mature students with ~rk experience, however, many are similar to the more traditional college student with no experience and little maturity. Being an upper level university in which all of the students are transfer students, an additional problem is posed in that foundation education is totally uncontrollable by the university itself.

Given this university environment, the College of Business Administration faculty was challenged to develop and teach courses useful and meaningful to students with these divergent backgrounds, ‘which serve the needs of evening arid day students, which can be translated by the student to business reality, and which will further enhance the image of the university and stimulate future student population growth. In response to this challenge, the advertising course is dedicated to providing real world experiences for the students.

The objectives, content, technique, and evaluation of the experiential learning experience at Texas A&I-Corpus Christi is presented in this paper. The experience the instructors have acquired in teaching these courses have done as much to broaden their teaching capability as it has to develop “experienced” business students.

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Computer Simulation and Learning Theory, Volume 3, 1976

knowledge about the concepts of advertising planning, budgeting, effectiveness and control. These goals must be attained in an one (three semester hour) course since faculty resources and student population do not allow additional commitment to advertising specialization.

The Student

MI-CC students who enroll in the advertising course choose the course as an elective. The typical class, therefore, includes students with varying degrees of knowledge about advertising, marketing, and business administration. For example, in one class, a student with 18 hairs of marketing sits beside a science major with no prior business course experience. Furthermore, a difference in maturity is also common in that the 20 year old junior college graduate is carpeting with retired military persons, full time military people, and regularly employed individuals in their 40' s arid 50' s. The instructor is challenged to motivate the business student without "turning off" the science major and to present an usually demanding class for the naive and the nature student.

The Methodology

The objectives of the course and the expectations of the student can be satisfied by providing a "hands on" approach to the study of advertising. Therefore, a minimal amount of time is devoted to lecture, explanation of advertising theory and a maximal amount of time is devoted to practical application.

A computerized simulation game in advertising does not provide the direct real world contact which is a goal for this course. Certainly the computer game requires the student to become involved but often at the expense of "local reality." Therefore, a nonn-computerized approach was developed.

Classroom Instruction

The theoretical concepts are presented to the student through the traditional lecture approach and, especially, through the use of relevant guest lecturers. The lecture presented in the classroom consists of explaining relevant concepts or expanding on concepts from the text which the student must possess to evaluate or evolve an advertising campaign.

Guest lecturers are key variables in the presentation of the advertising concepts. Each guest lecturer is an advertising practitioner who presents specific concepts and techniques about his specialty to the class. The sales manager from a television station explains the workings and functions of television advertising, a radio station manager discusses the use of radio advertising, an advertising agency executive explains the function of an agency, a commercial artist discusses the utilization of graphics in advertising copy, the local newspaper advertising manager explains the use of the print medium, a billboard advertiser discusses the applicability of the traffic medium, and a specialty advertiser explains his function as an advertiser. The student then has expert knowledge available to him that c~ be integrated with textbook theory to resolve

Computer Simulation and Learning Theory, Volume 3, 1976

advertising problems that must be solved by the student during the course. These lecturers later become resource people whom students contact to solve an advertising problem.

Student Application

A dual approach is used to motivate the student to apply to the practical world the theory he has acquired in the classroom. Hence, one individual task and one group task is assigned each student. The individual task consists of an analysis and evaluation of a commercial advertising campaign for which specific requirements are given, and students are required to judge the campaign on the basis of the theoretical criteria as explained in the classroom.

Each student must present the assigned campaign analysis to the class in an oral presentation. During the presentation, the student explicitly explains how the campaign does or does not satisfy the conceptual requirements. The use of audio-visual aids are suggested for the presentation analysis.

The campaign study task is assigned early in the semester and requires students to study a campaign which is delivered in the local media. Since one objective of the study is to make international comparative evaluations, the campaign must be presented in more than one medium. First, the apparent target market is determined by analyzing the campaign's message and then the specifics of the advertising copy are evaluated. Specifically, the theme, slogans, hard copy, and consistency within media must all be analyzed. Detailed instructions are provided by the instructor in a student handout in which he explains specific goals and requirements of the campaign study. Finally, each student gives an oral presentation to his fellow classmates and submits a written analysis to the instructor.

The campaign study is used to motivate each student to study advertising as it is practiced. The second task is a group project which involves students with the problem of evolving realistic advertising campaigns with budget limitations. A simulation manual is provided each student which explains the background of the company, describes executive roles that students will assume, and explains the objectives of the simulation. The scenario of the simulation is a marketer entering the local Corpus Christi market with food product line sold through supermarkets. Thus, the simulation is realistic since it is not set in the usual eastern or midwestern city to which the south Texas student cannot relate.

The group must develop specific advertising goals for Savory Foods, Inc. Following the establishment of goals, advertising strategy and tactics are evolved. The implementation stage occurs when the group must develop an annual advertising campaign. The end product is a detailed advertising tool which includes all media choices, time slots for broadcast media, location for outdoor ads, and print media placement ads. Each choice of time, media, and location must be conceptually verifiable.

The group presents their campaign in the classroom to the instructor, other professors, and other class members. The presentation is a detailed

Computer Simulation and Learning Theory, Volume 3, 1976

analysis including justification for strategy and tactics. Also, as part of the simulation, the group evolves package designs and presents these as part of the campaign. All radio commercial and television commercials are presented “live” at the group presentation.

A numb of specific learning objectives are accomplished. First, students must learn to work as numbers of a group and learn to take responsibility and delegate authority. They also are required to study target markets and to choose media which will reach identified target markets, and they also learn how to elicit information about media costs as these must be acquired directly from the media. In addition, they are required to evolve a commercial and develop themes, slogans, and pragmatic advertisements. The most beneficial result of the simulation is that students must do actual field work and apply textbook theory to an advertising problem.

Student Evaluation

The determination of a student’s grade is often difficult in abstract projects and particularly so in group task assignments. In the advertising experiential tasks, the individual campaign study is graded by the instructor as a competency task objective. The student no accomplishes each specific task in the study receives either an A or a B depending on the thoroughness and quality of the task accomplishment. When an unsatisfactory study is submitted by a student, it is returned for additional work.

For the group simulation, a peer group-instructor evaluation is utilized. The simulation is given a point value and each student assigns all persons in the Individual ‘s group (including the student making the assignment) a specific point value as the peer’ s evaluation of each student’s contribution to the project. Criteria by which contribution may be judged is provided, and the peer evaluation is used to determine each individuals contribution to the group. For example, out of a possible total point value of 1000 points with 10 students in the group, a student could assign each person an equal number of points (100) because everyone contributed to the campaign solution. On the other hand, if one student contributed little or nothing to the solution, the other members might assign him zero points and divide the points among the other mine matters. Thus, peer pressure to perform to sane level of competency is felt by each group member.

Validation as a Teaching Tool

A statistical test such as Chi Square of Analysis of Variance is not feasible as a test in this simulation. Specifically, because of faculty resources, only one section of advertising is offered each semester. Therefore, a test to compare the experiential method with the lecture method is not possible.

However, non-statistical validation of the teaching methodology is totally favorable. End of semester course evaluations are always positive and usually suggest that additional experiential learning methods be used

Computer Simulation and Learning Theory, Volume 3, 1976

in other courses. Students also typically rote that they are now more aware of the specific need for commercials and better comprehend what advertising is all about. There is also community interest in the project with a number of businessmen commenting on the reality and breadth of this teaching method. Interestingly, a significant number of students also mention this course as an enjoyable learning experience in their graduating senior exit interviews.

Perhaps the acid test is in the number of students who select advertising as an elective in obtaining the business degree. Except for the basic core course, advertising always has rare students enrolled than any other marketing course and list other business elective courses. A spinoff also appears to be developing in that students are also enrolling in other elective marketing courses in which they expect to find a similar learning environment.