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Student Reactions and Evaluations Towards Differing Assignment Levels in a Marketing Simulation Competition

By: A.J. Faria, University of Windsor and R.O. Nielsen, North Kentucky State College

This paper will report on some research currently in progress at the University of Windsor and Northern Kentucky State College. The purposes of the research are to measure student opinion of the use of a marketing simulation game as an educational device, to examine student opinion of the Use of certain assignments in conjunction with the simulation competition and to measure student performance in the simulation competition with and without the use of these assignments.

As an outgrowth of the final purpose stated above, we are also attempting to measure how the best results can be achieved from the use of a marketing simulation game. Specifically, we are attempting to measure whether the best results (in terms of team performance, intensity of competition, achievement of objectives, consistency of decision making, etc.) can be achieved when using the simulation alone, with reading assignments, with written assignments, or with reading and written assignments. The experimental design for this research can be summarized as follows:

		Reading Assignments	
		Yes	No
Written Assignments	Yes	1	3
	No	2	4

Various sections of undergraduate marketing management courses have been included in each of the cells of the above

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design. Student questionnaires were administered to get student reaction concerning the benefits of the use of a simulation competition versus the lecture and course methods of teaching and whether (and how) the benefits of a marketing simulation game can be enhanced through the use of additional classroom assignments in conjunction with the simulation competition.

In addition, the performance of student teams in each of the cells is being measured to see if there is a significant difference in the performance of the teams across the four cells. It is hoped that this will indicate whether student performance in the marketing simulation competition can be enhanced through the use of additional assignments along with the simulation competition or whether additional assignments detract from student performance in the competition by taking student time away from the simulation game. The purpose of this, of course, is to attempt to determine the best learning environment so that the benefits of a simulation competition can be fully exploited.

A.J. Faria
Associate Professor of Marketing
University of Windsor

R.O. Nulsen
Associate Professor of Marketing
Northern Kentucky State College