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Documenting Integrative Learning in a Service-Based Learning Environment

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Documenting Integrative Learning in a Service-Based Learning Environment

ADPR 489 Advertising & Public Relations Campaigns
Frauke Hachtmann, Associate Professor

THE COURSE

Students work in teams to develop an integrated marketing communications campaign for a real client. The course requires that students apply what they have learned during their academic careers about advertising, public relations, media, research, and creative knowledge to solve the client's communication problem.

The product is a 40-page plansbook that describes the research students conducted, the strategy that was subsequently developed, as well as creative executions. In addition, each team "pitches" its campaign in a 20-minute presentation to the client team, the college faculty, as well as other students.

THE OUTCOMES

ACE 10: Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

ACEJMC Competencies:

- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

THE QUESTIONS

1. To what extent do students demonstrate that they achieved the outcome?
2. How do students reflect on their learning of the outcome/competencies?

METHOD OF ANALYSIS

Direct Assessment:

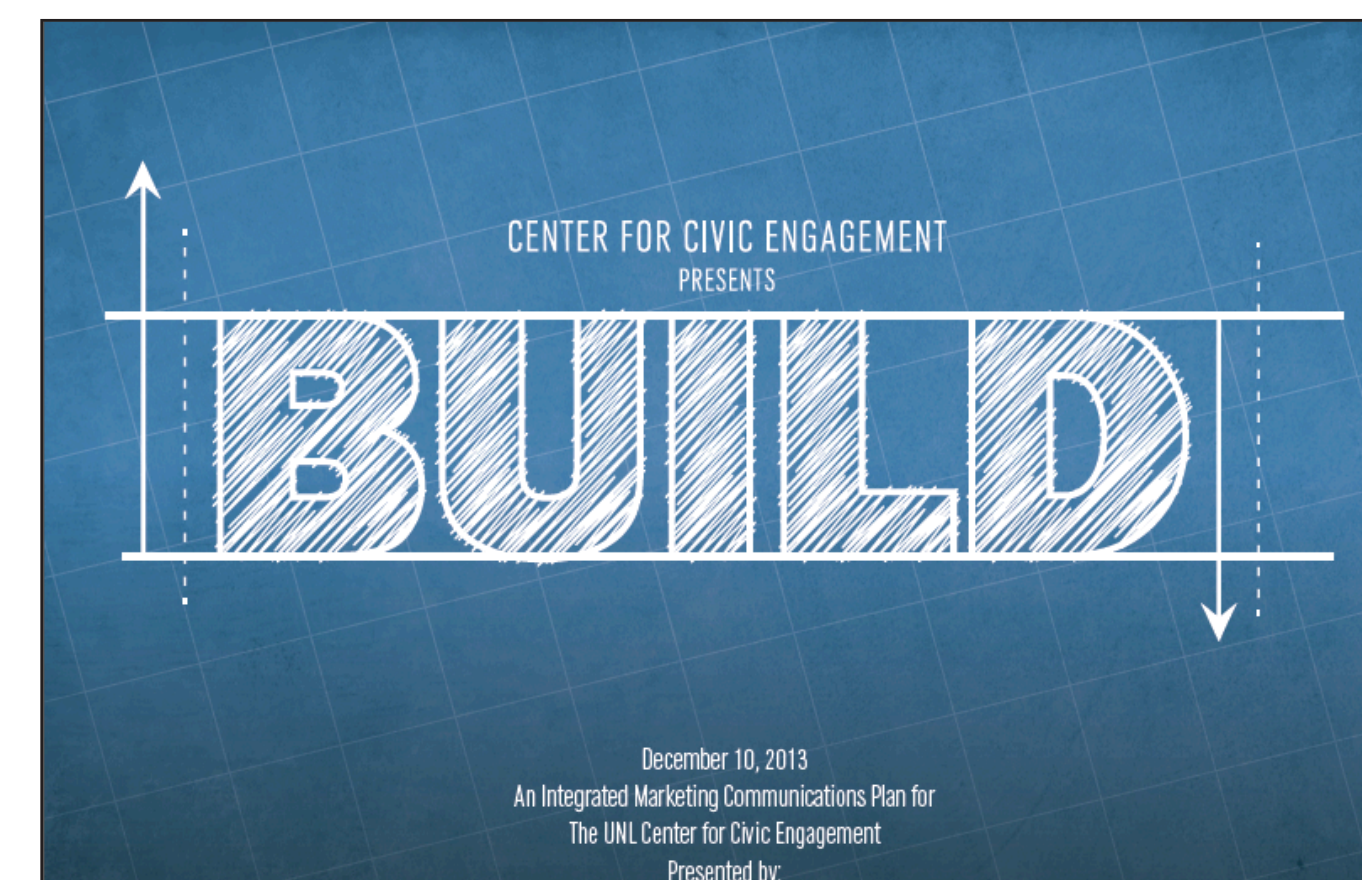
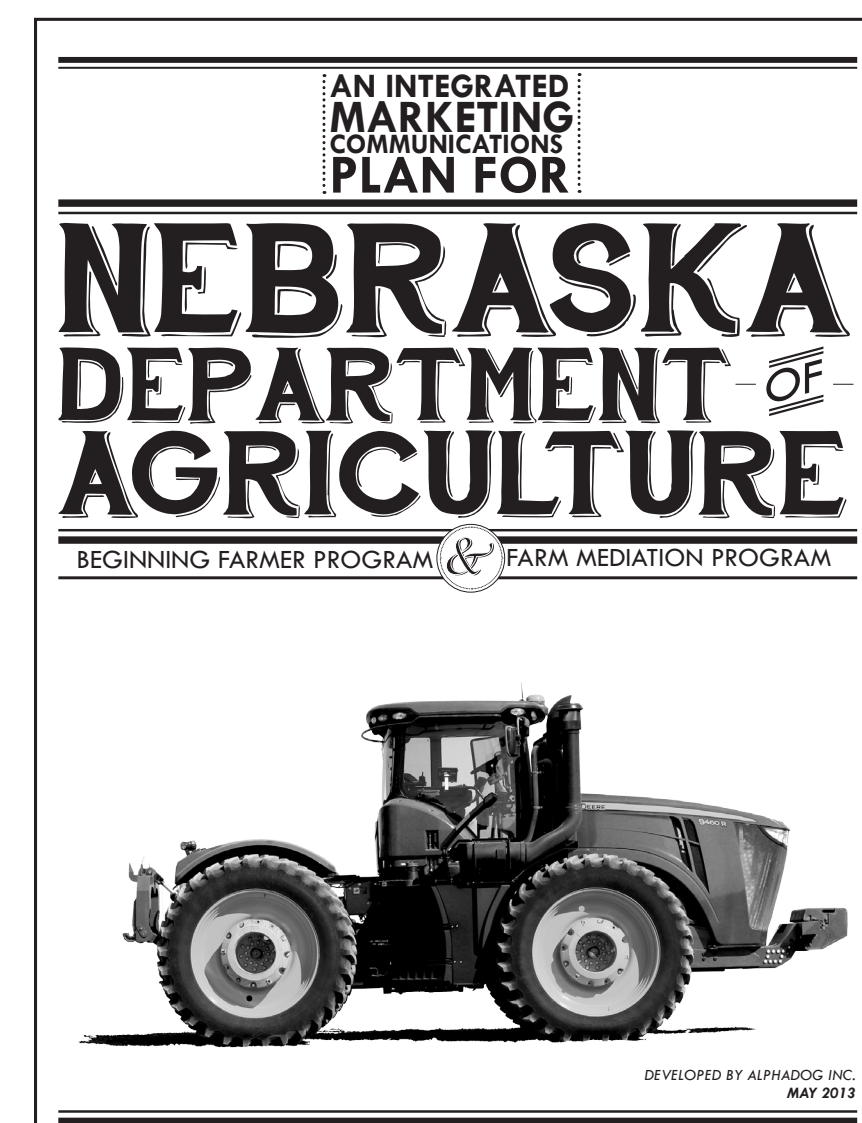
- The client team and ADPR faculty **evaluate the final client presentations** using a rubric that assesses integrative learning.
- The client provides comprehensive, **qualitative feedback** on each team's campaign after reading and analyzing the plansbook.

Indirect Assessment:

- **Students rate their achievement** of the learning outcomes

THE WORK

Plansbooks



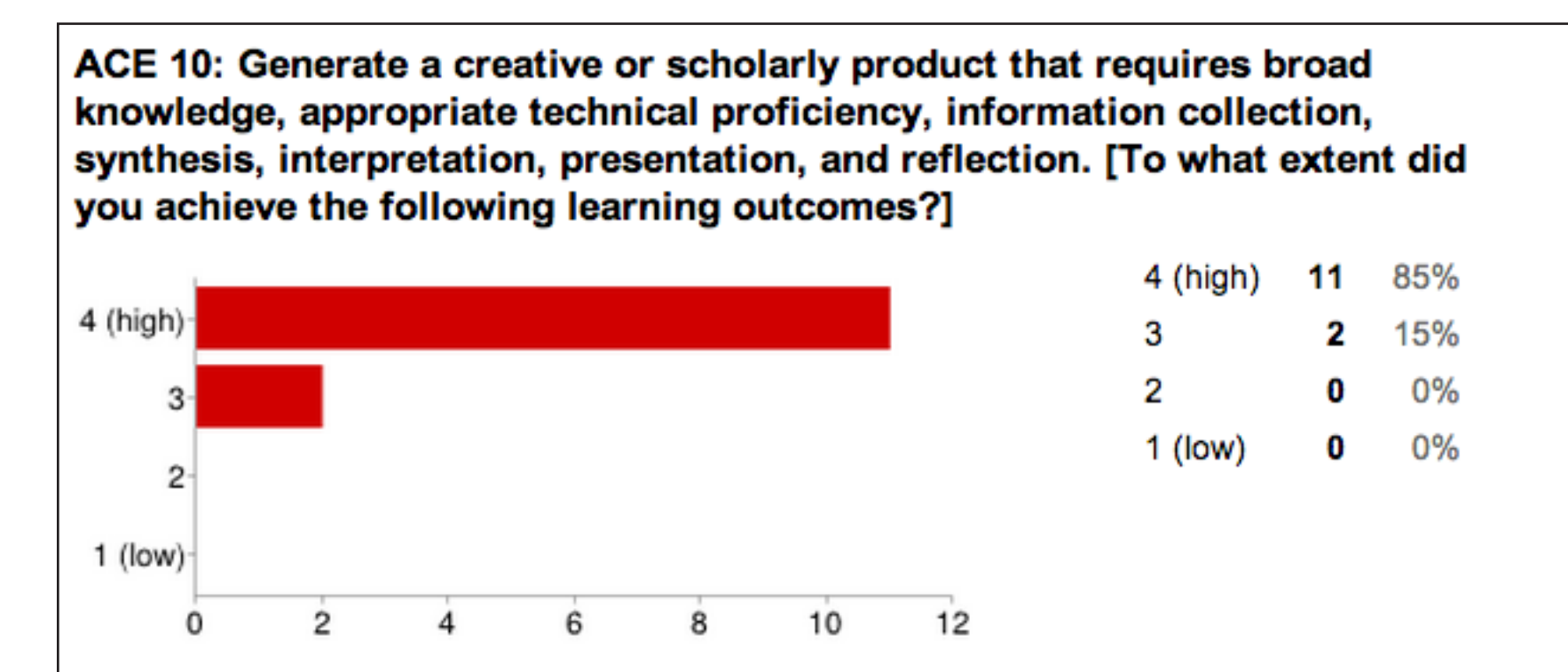
It's TIME TO ADDRESS THE AWKWARD SILENCE.



2014 Chevy Cruze

FINDINGS

Sample Student Reflections



+ qualitative comments about their own learning

Presentation Evaluations

Campaigns Class Evaluation				3 = Good		4 = Excellent	
NA = can't judge	1 = Inadequate	2 = Fair	3 = Good	4 = Excellent			
Question	Average response				AVG AlphaBuds N=15	AVG TAFKAK N=16	
	F(3)	C(4)					
1. Students used appropriate research to guide campaign strategy and to evaluate results.	3.83	3.75			2.9	3.3	
2. The presentation identified key issues relevant to the client's success.	3.83	4			3.0	3.5	
1 faculty: smart way to use facts with humor					2.9	3.7	
3. The campaign and presentation were built around a central theme.	4	4			2.6	3.3	
4. The central theme of the campaign addressed the key issues identified.	3.83	3.875			2.9	3.3	
5. Student work demonstrated an understanding of the audience for the campaign.	3.83	3.875			3.1	3.5	
6. Student work demonstrated how to deliver advertising messages effectively in various media.	3.5	3.875			3.0	3.3	
7. Student work connected research to other elements of the campaign, showing critical analysis and application of information gathered.	3.83	3.875			3.5	3.8	
8. The teams communicated effectively orally and visually during their presentation.	4	3.875			2.9	3.6	
9. The creative work reflected a deep level of thinking through multiple executions involving key audiences.	3.83	4			3.0	3.5	
10. The students created an effective integrated marketing communications plan.	3.83	4					
Average faculty score: 3.831		Average client score: 3.91					
Faculty: 1. Great presentation! You selected very strong presenters (but please don't address client as "you guys"). 2. Very interesting guerrilla marketing. Clearly described how targeting and creative decisions are based on research such as geographical areas. Great that integrated mobile. Should have used YouTube. Footprints interesting. Client: Although I think the word "Fuzzin'" is corny and overused, it is fun and grabs attention. LOVED the viral video aspect and the complete "wrap around" approach including everything. What is Fuzzin' Frank, an aboriginal snowman? The footprints?							

Client Evaluations

AlphaDog Inc. and TAFKAR presented their findings and materials with professionalism and confidence. Both agencies acknowledged the goals of the client and their research findings were similar. Both stressed a necessity to unite the Beginning Farmer and Farm Mediation programs with a cohesive look by updating materials which each team successfully produced. There were ideas and materials submitted by each agency that we plan on incorporating into the future promotion of our programs. However, it was TAFKAR's presentation and materials that spoke to us in a manner that said "they got it." They had a good understanding of the programs and we appreciate their approach to make the materials fresh, simple and emotionally-driven.

TAFKAR's strengths were shown in the cohesiveness of their collateral materials. These materials were pleasing to the eye, logos and tag lines were simple and representative of the programs and the inclusion of farmers and farm families spoke to the emotionally driven theme they sought. We especially like the Ag/Roots Connection at Husker Harvest Days an opportunity for established farmers and ranchers and beginners to meet and network. The radio spots were strong and pleasing. TAFKAR's presenters successfully defined and were provided and their in-depth questioning during my mid-term visit. Overall they provided a strong presentation and product. Below I have listed some opportunities for improvement and growth.

- Proofread: there were some typos and broken text. Such errors decrease credibility of the overall product.
- Be sure the photos provided in materials reflect the geographical area represented.
- Consider all perspectives and viewpoints of the industry.
- The main focus of the Ag Roots video with the McDonalds was on their operation not Ag Roots.
- Comments specific to how crops and animals are raised represent their point-of-view. The focus should be neutral.
- Remember your target audience. The "mini farmers market" concept didn't resonate with us because so much of Nebraska agriculture is larger scale commodity production.
- Check with the client regarding policies that may or may not support your suggestion. For instance, government agencies may be prohibited from giving away contest prizes.

AlphaDog Inc.'s strengths were shown in the cohesiveness of their collateral materials. The agency acknowledged in their summary that farming and ranching is a vital asset to the state's economy. The logos are attractive and the tag lines are strong and represent their respective programs well. Changing the name of the Beginning Farmer Program to Farm Opportunity Program is a strong contender for a name change. The suggestion to hire an intern is one we may use this fall to implement ideas gathered from the presentations. AlphaDog Inc. gave a professional and confident presentation. However, I would have liked the group to research the programs more to have a better understanding of the product they were to market. Had the team asked more questions, I think they would have had a better understanding of what messaging to use to better explain what each program was about and what benefits the programs can provide. Below I have listed some opportunities for improvement and growth.

- Get to know your product and your client. As a client I think more questions could have been asked at the mid-term visit to provide more direction and clarity for the project.
- Be sure to keep collateral materials easy to follow and not distract from the main message. The team told us our materials were cluttered, but I felt some of the materials presented to us were not a simplification.
- Pay attention to formatting and typing errors. Such errors decrease credibility of the overall product.
- Use photos and videos that project a positive image of the client's product or industry. As a client I would have liked easier 3 to have been filmed in color for added "warmth" and picture a well kept barn and farm yard. The produced better than I expected. The production quality of the video and the black and white video gave an oppressive feeling. I'd also recommend the use of a tripod for video clarity.
- Make certain the lessons are not confusing to the audience, especially those hoping to learn about the programs. As the client I did not feel the radio and video spots spoke clearly of the programs being promoted.
- The materials seemed to lack "emotion", and we would suggest that more interview time with the client and/or qualitative work may have better revealed the emotional nature of the programs.

IMPROVING LEARNING

- Strengths: Students exhibit the ability to create cohesive campaigns; strong qualitative research skills
- Weaknesses: Students need to make their research findings more explicit and demonstrate how key insights inform their strategic decisions; need to understand the client better; need to fix typos and formatting

