

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Faculty Publications, College of Journalism &
Mass Communications

Journalism and Mass Communications, College
of

Fall 2009

From Techno-Weenie to Tech-Savvy: The Advertising Teaching Workshop Showcases Uses of Technology for Everybody

Frauke Hachtmann

University of Nebraska - Lincoln, fhachtmann1@unl.edu

Follow this and additional works at: <https://digitalcommons.unl.edu/journalismfacpub>



Part of the [Journalism Studies Commons](#)

Hachtmann, Frauke, "From Techno-Weenie to Tech-Savvy: The Advertising Teaching Workshop Showcases Uses of Technology for Everybody" (2009). *Faculty Publications, College of Journalism & Mass Communications*. 50.

<https://digitalcommons.unl.edu/journalismfacpub/50>

This Article is brought to you for free and open access by the Journalism and Mass Communications, College of at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications, College of Journalism & Mass Communications by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

From Techno-Weenie to Tech-Savvy:

THE ADVERTISING
TEACHING WORKSHOP
SHOWCASES USES OF
TECHNOLOGY FOR EVERYBODY

Sheri Broyles and Jan Slater organized another very successful teaching workshop at this year's AEJMC Conference in Boston.

by Frauke Hachtmann



The theme: Innovations in Teaching Advertising. Every year, this highly anticipated all-day pre-conference event provides members of the advertising division with effective tips for the classroom and this year the focus was on technology. The workshop started with two technology experts, who showed us the possibilities in advertising and marketing that technology provides, and ended with five specific examples of how technology can become a learning tool in the classroom even if you don't consider yourself a technology expert.

Tom Fauls from Boston University kicked off the workshop with his presentation titled, "From AdLab to YouTube: Teaching with Technology." Tom gave us a background on the current state of technology in the face-to-face and distance classroom and then covered practical applications of technology as applied in Boston University's AdLab. As a former ad professional who worked in creative for a variety of agencies (including Leo Burnett, JWT, and FCB), he discussed our students' technology needs in the context of what the industry needs. From using YouTube to explain important points in your lecture to using student response systems (clickers), Tom's presentation was an excellent reminder that we, as teachers, cannot afford to ignore technology in the classroom and should embrace it as a tool for learning. Only then can we prepare our students for a world that is increasingly driven by technology.

Sean Kegelman, Senior Vice President/Digital Media Partner Development at VivaKi, Boston, was the second presenter. Publicis Groupe launched VivaKi, which can loosely be translated as "energy flow," as a new strategic entity to help boost Publicis Groupe's clients' rapidly expanding digital marketing efforts. VivaKi is the world's largest center for developing new technologies, partnerships, and platforms required to build brands in the digital world. In his presentation, Sean emphasized the importance of blending the physical with the virtual world, which he illustrated with the "It's about you" Livestrong campaign at the Tour de France. The campaign created exciting, meaningful experiences that require "consumer opt-in" by combining promotional elements in the physical world with online digital elements. He reminded us that context is key to creating campaigns that are relevant to the audience and that are not viewed as interruptions but rather meaningful experiences in the consumer's mind.

The afternoon sessions consisted of five presentations by advertising professors, each of them focusing on a very specific example of how technology can be used effectively in the classroom. Glenn Griffin from SMU demonstrated how

creative idea journals can move into the blogosphere. One of the items he shared with the workshop attendees was an evaluation rubric that can help instructors to efficiently and effectively provide feedback for students, especially if you're assessing a large class.

Diana Mincyte from the University of Illinois, Urbana-Champaign, discussed the challenges and opportunities of using technology in study abroad courses. She shared her experiences of taking a group of students to Italy to learn about food marketing and how her class used technology to share their ideas and observations electronically.

Frauke Hachtmann from the University of Nebraska showcased a free piece of software called Jing, which allows the user to capture and share images and videos with students. She explained how she used Jing in her asynchronous distance course to introduce assignments, provide audio/video feedback for students, collaborate on projects, and ask students to capture and share their presentations. She also discussed how Jing can contribute to building an online community because it facilitates student interaction with each other and the instructor.

Many of you have probably received invitations from your students to join Facebook and become "friends" with them online. Cynthia Frisby's (University of Missouri) presentation about connecting and maintaining student/professor relationships on social networking sites was an excellent primer of how to use Facebook as a learning tool. She discussed how the social networking site can increase student engagement in the classroom and build community. The presentation also included current tips, guidelines, and policies on how Facebook can be used effectively by instructors as well as students.

Hairong Li from Michigan State rounded out the afternoon session with a presentation about Google's online marketing challenge. As instructors we should be aware of a variety of online competitions involving the use of online media that our students can participate in. Google and other companies provide monetary incentives for successful competitors, resulting in real-life online media campaigns. Hairong provided tips and guidelines for instructors who want to participate in one of these excellent learning activities.

Overall, the workshop was once again a huge success. Some of us have used technology in our classrooms for a long time while others are just getting started. This workshop provided something for everybody and reminded us that we don't have to be technology experts to use it effectively to improve our students' learning.