

## WEB-BASED TEACHING IN THE BASIC MARKETING COURSE

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### RATIONALE

WebCT is a web-based system for the delivery of course material in a variety of classroom settings. While WebCT is the most popular such proprietary system, similar offerings such as Blackboard, PageOut and Top Class have also become quite common in colleges of business in recent years. Several major textbook publishers have developed supplemental materials to be used with these systems. While our specific experience is with WebCT, the material to be presented in this panel discussion is applicable to all such systems.

Web-based teaching materials can be used in a variety of classroom formats. In some cases they are used primarily as a course delivery mechanism for remote sites, while in other situations they are simply used to provide minimal support to a traditional face-to-face class. Like many of the earlier advances in educational technology, there are some problems inherent in the opportunities presented by the adoption of these systems. In addition, there are some specialized classroom techniques unique to these systems which need to be mastered by teaching faculty and a time commitment needed to master these new skills.

Our presentation will focus on our experiences with WebCT across a fairly wide range of formats, which include a "pure" distance learning section of the basic marketing course, and a rather traditional lecture/discussion section of the basic marketing course where WebCT is used to simply supplement existing course material. In addition, our presentation will provide information on a multiple-section situation where the basic marketing course is heavily augmented and supported by WebCT. Within these sections, WebCT is used to deliver course materials, on-line exams, and collect survey data on student satisfaction with the quality of the course. Some preliminary data from these surveys can be presented, depending on audience interest.

### FORMAT

There are over six hundred schools who have site licenses for WebCT, and an equal number who have access to similar systems. Many of the faculties at these schools have experience with WebCT and will want to share their problems and opportunities, as well as to learn from our experiences. Therefore, we see this presentation as a classic panel discussion with a high level of audience interest and involvement.

Bob Collins will briefly introduce the topic and discuss his personal experiences in the situations where he has used WebCT to extensively augment multiple sections of the basic marketing course taught in a variety of formats. One of these sections is in a "pure" distance learning format. Discussion will include course access and copyright issues, web-based course materials, and on-line exams/surveys.

Michael Mejza will discuss his use of WebCT to provide minimal support to a traditional section of basic marketing in a lecture/discussion format. In Michael's classes, he uses WebCT primarily as a classroom management tool. He will focus on the use of WebCT to collect and distribute various assignments and conduct discussion groups.

Tom Boyt is prepared to discuss the use of WebCT from the perspective of an administrator responsible for satisfying the needs of our various publics, as well as the need to insure instructional quality and high academic standards are maintained within this format. Tom will also discuss the preliminary data from the student surveys.