

TEACHING MARKET MEASUREMENT IN A MARKETING MATH CLASS

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This special session topic would describe, in detail, the content and implementation of an additional learning module, the twelfth, on Market Measurement and Forecasting to MKTG 3700 Marketing and Money (M&M), an undergraduate Marketing Math course. M&M is mandatory for marketing majors in the College of Business and taught in face-to-face and online formats. While a majority of students take it face-to-face the class is organized, in both teaching formats, into 11 “Learning Modules”. The LMs presently include: (01) Percentages and Weighted Average, (02) Balance Sheet and Income Statement, (03) Channel Markups and Markdowns, (04) Contribution Analysis and Breakeven Point, (05) Designing a case Excel worksheet from scratch, (06) Creating a PowerPoint from a completed Excel, (07) Product, (08) Promotion, (09) Price, (10) Place or Distribution, and, (11) Net Present Value.

In the face-to-face traditional class, the main instructional vehicle is a mini-case, accompanied by its blank, professor-designed xlsx file and its PDF solution, but not its formula sheet. During a semester, about 50 mini-cases are used. Various Marketing Math concepts are discussed in class and illustrated using these mini cases which are solved either by hand and/or using Excel. Student participation is encouraged through a steady stream of professor prompts and questions. Thus the class learns case math step-by-step, q-by-q. Later on, similar Excel cases are assigned for grade.

In contrast, in the asynchronous online class, students are completely dependent upon the Blackboard Learn site. Each of the 11 Learning Modules is built around an enhanced PDF PowerPoint anchor outline with hyperlinked PDFs of the cases, blank Excel worksheets and their PDF solutions. Links to PDFs of formula sheets are blocked. Students are expected to go through the LMs per syllabus timeline. Additional help for solving the mini cases in each Lesson Module is available in the form of Camtasia Audio+Videos, most of which are recordings of the professor solving the case by hand on a digital writing tablet the online equivalent of an “overhead projector.” Other A+Vs demonstrate how to solve mini cases using professor-provided Excel worksheets. There are also A+V demos on how to design a case Excel worksheet from scratch and solve it and on how to showcase the results with PowerPoint.

Students in the face-to-face format are also enrolled in their own Blackboard Learn site and access the current online materials via that. However, these are activated AFTER the topics are covered in the classroom. Therefore, the online resources are designed to be a virtual “tutor” for the face-to-face students. This is a unique feature of the face-to-face class.

Implementation of the 12th module on Marketing Measurement followed the same approach as that implemented for the previous eleven. That is, mini-cases, Excel workbooks and Camtasia Audio+Video segments. To create the module, the forecasting chapter of a well-known, but discontinued Marketing management book was liberally adapted, updated and used as the primary resource for cases and problems, with the permission of the authors. In this module, as with the others, the anchor is an enhanced PDF PowerPoint presentation. Within that, topics are organized with links to PDFs, Excel worksheets and A+Vs. LM # 12 includes 14 forecasting problems, solved step-by-step in a sequence of slides, with some A+Vs as well for help where deemed necessary, from the problem to its solution. LM # 12 also includes other specific forecasting topic mini cases, such as one on test market extrapolation, with its Excel file etc.

LM # 12 ends with a time series forecasting case. A series of A+Vs teach how to adjust the data for seasonality and then forecast using the naive method, moving average method, exponential smoothing method, and, straight line forecasting (simple regression) method. Since time series

data are plentiful, the intent is keep augmenting this case with new problems. Students would watch the A+Vs then adapt to tackle the new time series problem using Excel.

During the MEA 2014 special session, the author proposes to also take the audience through a “quick Blackboard tour”, subject to time limitations, showing the actual implementation of Learning Module # 12.