

PROJECT-BASED TEACHING STRATEGIES IN ADVERTISING MANAGEMENT: INSIGHTS FROM 4TH YEAR BUSINESS ADMINISTRATION STUDENTS

**Ma. Victoria S. Abergos, Adamson University, San Marcelino, Manila, Philippines;
vicky_abergos@yahoo.com**

**Eden U. Alberto, and Carl Mark B. Miniano, Department of Marketing and Management,
Adamson University, Manila, Philippines; mizbert_eden@yahoo.com, ck_miniano@yahoo.com**

**Rommel C. De Vera, and Leonard R. Ramos,
Department of Economics and Finance, Adamson University, Manila Philippines;
docrommeldevera@yahoo.com, lenrramos@yahoo.com**

ABSTRACT

Theoretical foundations in business education occupy the primordial framework for understanding the integrative values of behavioral concepts and traditional explanation of commercial principles. The interdisciplinary approach to the study of marketing, particularly its relatedness to behavioral sciences, management, economics, and psychology, bring recognition to the science and art of the subject. Perceptual measures are leading indicators of the most important feature related to success in translating pedagogical processes to intellectual stimulation of the students. Hence, this study will seek to identify business administration students' insights into the application of the theories of advertising beyond just internalizing the discipline's concepts and theories translated into results of written examinations and class recitations. Business Administration students were asked to speak their mind about and assess the effectiveness of the teaching strategies of the marketing professors of the College of Business Administration of Adamson University in so far as advertising management is concerned.

MERITS, MOTIVATION, AND PROBLEMS OF THE METHODOLOGY

The teaching of advertising management calls for dynamism with the goal of developing the students' grasp of both the science and art of the discipline.

Advertising management is a major subject for those taking-up marketing management and an elective subject for those in financial management, operations management, human resource management, business economics, and entrepreneurship. The subject will present advertising as a promotional tool as utilized by marketing executives to increase sales and consumer loyalty. Following the pattern set by the course syllabus, assessment of students'

performance is based on the standard grading system using quizzes + assignment + seatwork (2/3)+ major (prelim, mid-term and final) exams (1/3).

The above formula basically limits semestral grades assessment to evaluation of classroom performance measured by quizzes, assignments and seat work. While it is true that such practice has proven itself to be uncompromising and less vulnerable to further validation of results, business education require more shifts in paradigm. The corporate world, for which the students are honed to work after graduation, expect more skills and expertise beyond sheer knowledge of principles.

The College professors handling advertising management have unanimously come up with new requirements such as advertising poster execution, jingle ads creation, logo designing, and printing of leaflets and brochures, and the execution of a 30-second video advertisement where the students themselves play the role of endorsers.

This paper sought to identify the different project-based requirements of professors handling advertising management subjects and how effective they are as perceived by the fourth year students of the College of Business Administration. Problems in the process, however, were identified, such as: costs in video production and editing, time frame within which to produce the output considering other class requirements, and monitoring of individual participation and contribution in the project. Interestingly, the responses of the students, being varied, are sound bases for further analysis of the effectiveness of project-based requirements of the subject, advertising management.

References Available on Request