

HIGH TECH/LOW TECH: WAYS TO ADMINISTER UNDERGRADUATE UNIVERSITY MARKETING CLASSES

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ABSTRACT

Marketing educators have been deluged in recent years with offers from publishers and related businesses to buy into a growing number of ancillary materials in order to enhance classroom performance. From the days of crude black and white overhead transparencies and spiral backed grade books only two decades ago, marketing educators have been asked to decide among web-based, software-based, hardware-based, and other materials in order to insure that a publisher's main textbook is the one of choice.

This session offers the perspectives of four marketing educators in varying stages of their professional careers about these publisher's add-ons, evaluates many of the offerings, and then gets to the bottom line of what educators really need to enhance the teaching-learning experience.

Dr. Bob Collins in particular discusses a number of high tech initiatives he employs at the University of Nevada-Las Vegas, and he evaluates ones he feels lack the requisite requirements to be useful for students assigned to him.

Dr. Beverlee Anderson of the California State University at San Marcos and Dr. Melissa St. James of the California State University at Dominguez Hills examine various mid tech tools they employ at their respective institutions, offering insights into how these tools are useful to them and their students when combined with traditional teaching and administrative methods.

Finally, Dr. James Swartz of the California State Polytechnic University presents some insights and arguments against the majority of tech based tools and offers a low tech alternative that has served him well in more than twenty years of university teaching.