



Teaching and learning : the thirty to sixty second television commercial
by Betty Ann Conard

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University
© Copyright by Betty Ann Conard (1994)

Abstract:

The purpose of this study was to explore the teaching and/or learning applications for adult educators of the 30 to 60 second television commercial. The study was designed to delve into the insights and/or recommendations that creators and producers of television commercials had to offer. This approach offered the potential to help educators increase their knowledge regarding adult education, teaching, and/or learning via a unique perspective. The researcher believed there was a link between television commercial advertising, teaching, and learning.

The 25 study participants were asked 17 interview study questions. Study participants represented advertising clients, advertising agencies, or commercial production companies. The researcher looked for similarities among responses in order to discover insights or recommendations that could be transferred from the professionals of television commercial advertising to teaching and adult education.

The study findings and conclusions indicated the following: 1. Television commercials are teaching and/or learning devices which have the capability to reach the masses and influence many viewers. This type of teaching and/or learning tends to occur in small segments. The medium is also a transmitter of messages via non-verbal communication and visual images.

2. Both educators and television commercials utilize mission statements, goals and objectives to reach their audience or learners.
3. Professionals in the world of television commercials and education need to target and know their audience in order to reach and teach them effectively.
4. Personal views, experiences, and learning preferences influence the viewer or learner if behavior or attitude changes are a goal. Emotional or meaningful connections to the viewer or learner may help bring about a behavior or attitude change.
5. Basic structural components are important to the success of television commercials and learning. Creativity, uniqueness or individuality helps television commercial or learning experiences to be more effective. Multi-sensory approaches are successful in reaching both television commercial viewers and learners.
6. There are a variety of techniques which work in helping reach both television commercial viewers and learners.
7. Technological advances have an influence on both television commercials and learning environments or learners.
8. Insights offered to educators by television commercial professionals should be implemented where possible. Educators need to overcome entrenchment and interface with the real/working world as well as try to reach more learners.

TEACHING AND LEARNING--THE THIRTY TO
SIXTY SECOND TELEVISION COMMERCIAL

by

Betty Ann Conard

A thesis submitted in partial fulfillment
of the requirements for the degree

of

Doctor of Education

MONTANA STATE UNIVERSITY
Bozeman, Montana

April 1994

© COPYRIGHT

by

Betty Ann Conard

1994

All Rights Reserved

D378

C743

ii

APPROVAL

of a thesis submitted by

Betty Ann Conard

This thesis has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

4/21/94
Date

Robert A. Felley
Chairperson, Graduate Committee

Approved for the Major Department

April 21, 1994
Date

James M. Bell
Head, Major Department

Approved for the College of Graduate Studies

5/6/94
Date

R. Brown
Graduate Dean

STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a doctoral degree at Montana State University, I agree that the Library shall make it available to borrowers under rules of the Library. I further agree that copying of this thesis is allowable only for scholarly purposes, consistent with "fair use" as prescribed in the U.S. Copyright Law. Requests for extensive copying or reproduction of this thesis should be referred to University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106, to whom I have granted "the exclusive right to reproduce and distribute my dissertation for sale in and from microform or electronic format, along with the right to reproduce and distribute my abstract in any format in whole or in part."

Signature Betty Ann Conrad

Date April 20, 1994

ACKNOWLEDGEMENTS

No research project can proceed without the encouragement and cooperation of a number of people. I would like to thank the following individuals: Dr. Robert Fellenz for his belief in my study topic, his total support, encouragement, and open-mindedness from the initial discussion of the idea through the proposal and final acceptance of the project; Dr. William Neff for serving on my committee with interest, enthusiasm, and unique personal perspective; Dr. Dennis Aig for the valuable viewpoint arising from his professional accomplishments in film and documentaries; Dr. Douglas Herbster and Dr. Richard Horswill for their support as our paths have crossed many times over the years. I am grateful to all my committee members, for their help, advice, individual contributions, teachings and professionalism. As a person and educator, I have been fortunate to work with such well qualified people.

Thank you to the interview study participants. I appreciate you taking time out of your busy schedules to meet with me one-to-one and share your professional and human experiences.

TABLE OF CONTENTS

	Page
ABSTRACT	viii
1. INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	2
The Influence of Television	4
The Link: Advertising, Teaching, and Learning	8
General Methodology	13
Limitations	15
Delimitations	16
Definition of Terms	17
Organization of the Research Report	20
2. REVIEW OF LITERATURE	21
Learning	21
Teaching	25
Television's Influence on Learning in Our Society	30
Advertising	32
Television, Commercials, and Teaching	35
The Future	37
Summary	41
3. METHODOLOGY	42
The Study Design	43
Population	44
Selection Procedures	46
Development of the Interview Questionnaire	47
Conducting the Research	49
Data Collection Technique	52
Treatment of the Data	54

TABLE OF CONTENTS--Continued

	Page
4. ANALYSIS OF THE DATA	55
The Format	55
Responses to Interview Questions	56
Question #1 - Advantages of Utilizing Television Commercials	56
Question #2 - Most Important Goals of Television Commercial Advertising	64
Question #3 - Targeting Audiences for the Marketing Campaign	68
Question #4 - Specific Marketing Strategies for Television Commercials	72
Question #5 - Teaching and Learning from Watching Television Commercials	76
Question #6 - Capturing the Viewer's Attention	86
Question #7 - Techniques Used to Help the Viewer Remember the Commercial	89
Question #8 - Visual Imagery and/or Techniques Used in the Commercial	93
Question #9 - Deciding on the Sound Track Portion of the Commercial	96
Question #10 - Basic Structural Components Utilized in Developing the Commercial	99
Question #11 - Techniques Used to Change the Viewer's Behavior or Attitude	104
Question #12 - Recent Technological Advances Influencing the Message of Commercials	108
Question #13 - How Ideas or Commercials Are Unique or Different	112
Question #14 - Final Say Regarding What Goes Into the Television Commercial	116
Question #15 - Favorite Television Commercials	119
Question #16 - Importance of CLIO Awards and the AICP/MOMA Show	123
Question #17 - Information, Observations, Techniques or Insights for Teachers	123

TABLE OF CONTENTS--Continued

	Page
5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	129
Findings	129
Conclusions	138
Recommendations	143
Further Research Areas	151
The Future	152
REFERENCES	154
APPENDICES	160
Appendix A--Letters to Study Participants	161
Appendix B--Press Release	164
Appendix C--Study Questionnaire	166
Appendix D--Interview Release Form	169
Appendix E--Production Resume	171
Appendix F--Current Production Resume	173
Appendix G--Interview Study Participants	176
Appendix H--Study Participants' Professional Experience	179
Appendix I--The Cost of Advertising	189

ABSTRACT

The purpose of this study was to explore the teaching and/or learning applications for adult educators of the 30 to 60 second television commercial. The study was designed to delve into the insights and/or recommendations that creators and producers of television commercials had to offer. This approach offered the potential to help educators increase their knowledge regarding adult education, teaching, and/or learning via a unique perspective. The researcher believed there was a link between television commercial advertising, teaching, and learning.

The 25 study participants were asked 17 interview study questions. Study participants represented advertising clients, advertising agencies, or commercial production companies. The researcher looked for similarities among responses in order to discover insights or recommendations that could be transferred from the professionals of television commercial advertising to teaching and adult education.

The study findings and conclusions indicated the following:

1. Television commercials are teaching and/or learning devices which have the capability to reach the masses and influence many viewers. This type of teaching and/or learning tends to occur in small segments. The medium is also a transmitter of messages via non-verbal communication and visual images.
2. Both educators and television commercials utilize mission statements, goals and objectives to reach their audience or learners.
3. Professionals in the world of television commercials and education need to target and know their audience in order to reach and teach them effectively.
4. Personal views, experiences, and learning preferences influence the viewer or learner if behavior or attitude changes are a goal. Emotional or meaningful connections to the viewer or learner may help bring about a behavior or attitude change.
5. Basic structural components are important to the success of television commercials and learning. Creativity, uniqueness or individuality helps television commercial or learning experiences to be more effective. Multi-sensory approaches are successful in reaching both television commercial viewers and learners.
6. There are a variety of techniques which work in helping reach both television commercial viewers and learners.
7. Technological advances have an influence on both television commercials and learning environments or learners.
8. Insights offered to educators by television commercial professionals should be implemented where possible. Educators need to overcome entrenchment and interface with the real/working world as well as try to reach more learners.

CHAPTER 1

INTRODUCTION

Learning takes place in a multitude of environments, both formal and informal. Usually, educational researchers tend to focus on the more traditional learning environments. Unfortunately, in doing so they have overlooked one of today's most prevalent and powerful teachers: television advertising. More specifically, the 30 to 60 second television commercial. The researcher believes that there is a link between television commercial advertising, teaching, and learning.

Statement of the Problem

Is it possible to transfer and incorporate some successful ideas, concepts or techniques that clients, advertising agencies and production companies of television commercials utilize in 30 to 60 second commercials? Could these insights, ideas or techniques be applied to the areas of adult education, teaching, and/or learning? If so, what were the unique or beneficial goals that the television commercials were trying to achieve? What recommendations or insights would be helpful to adult educators? These questions and others were answered in Chapter 3, Methodology, and Chapter 4, Analysis of the Data.

Purpose of the Study

The purpose of this study was to explore the potential teaching and/or learning applications for adult educators of the 30 to 60 second television commercial. The goal of the advertiser or teacher/educator is to impact the viewer, learner, and/or consumer in a visual and/or auditory manner. This interview study was designed to delve into the insights and/or recommendations that the creators and producers of television commercials had to offer. This method or approach offered the potential to help educators increase their knowledge regarding teaching and/or learning via the unique perspective of television commercial advertising.

Seventeen interview study questions were asked of each of the individual study participants who represented advertising clients, advertising agencies or commercial production companies. Similarities between responses were examined in order to discover insights and recommendations that could be transferred from the professionals of television commercial advertising to the world of teaching, learning, and adult education. The study participant's responses offered some valuable insights useful to adult educators as well as the general field of education.

Educators are constantly researching the areas related to both teaching and learning. There are numerous studies, reflecting hundreds of perspectives regarding teaching, learning, learning styles, learning theories, and education in

real-life situations. Adult educators such as Knowles (1984), Houle and Tough have been instrumental in the development of the adult education field (Peters & Jarvis, 1991). Regarding Tough and self-directed learning, Candy (1991) noted, "Tough, who is usually credited with having 'sparked the revolution,' traces the origins of his own interest to a time in January 1963 . . . he has been one of the mainstays of research in the field" (p. 25). Tough's studies of adult self-learning projects and his contributions to the field of adult education have been legendary.

Classroom teachers have learned from daily experiences that there is a "teachable moment" and that much can be learned from adult real-life learning. Such research and information has been beneficial for adult educators as well as others from all levels of teaching and education. Jarvis (1992) highlighted the importance of studying learning when he wrote:

Learning is a subject worthy of study, not merely because by understanding it people can be encouraged to learn more effectively, but because it lies at the foundation of all human being. To study learning is, therefore, to study people . . . people in time, space and society. (p. 3)

This study of television commercials and the teaching/learning process was definitely a study of people learning in their everyday environment or society and it presented useful data related to the field of education.

In reviewing this study, it was important to remember that in today's American society television is readily available to millions of people. Television is a popular and widely used form of communication. Television commercials

rely upon an ability to communicate with others, as do teachers or educators. Some television commercial industry professionals believe that television commercials serve as a form of art, entertainment, communication, teaching tool and/or resource for the American viewer. Additionally, television commercial advertisers believe that viewers of television commercials remember information from commercials and that some television commercials are capable of changing viewer or learner behaviors. Teachers are often faced with the task of reaching their learners just as television commercials are expected to reach their viewers. Thus, there seemed to be a similarity between some of the tasks, goals or techniques of television commercials and the teaching/learning process.

The Influence of Television

Learning takes place in a wide variety of locations in the real world. This is especially true for adults. Whether people want to admit it or not, television has a tremendous impact on American lives. "Today, more than 95 percent of American families have at least one television set--some have two or more--and children spend a significant amount of time watching TV" (Glencoe, 1992, p. 194). Additionally, Sorensen (1993) reported that 98% of all households in the U.S. have television sets and that 97% have color TV sets (p. 84). America seems to be tuned in to the world of television.

How powerful is television and how far is its reach? Some of the research reflects viewers habits, the market, and the power or influence of television. Adults do spend a tremendous amount of time watching television. Television has the power to inform and sometimes persuade its viewers. As Fridell (1986) notes, "The average household in the United States has its TV set(s) turned on for six and a half hours a day. Up to seven minutes of every hour is devoted to selling something" (p. 1). Fridell (1986) goes on to quote some other astounding as well as extremely relevant statistics:

. . . the television advertising industry has grown to a multibillion-dollar business. (p. 1)

- More than three hundred dollars are spent each year on advertising for every man, woman, and child in the U.S. Most of that money goes to TV ads. This is an age when one million dollars are spent for 58 1/2 seconds of advertising.

- From birth to age twenty-one, an average person in the U.S. sees at least a quarter million ads on television.

- By the age of three, a child in the U.S. will have seen more than twenty thousand television commercials.

- By the time a child enters kindergarten, he or she will have spent more time in front of the TV than will be spent in school for the next five years.

- By age eighteen, an average person in the U.S. will have spent a total of two years of his or her life in front of the television set. (p. 1)

Unquestionably, television is powerful and impacts American lives on a daily basis.

How many viewers do television shows actually attract? The number varies from program to program. However, recently, "Michael Jackson Talks . . . to Oprah" and 90 million viewers tuned in to watch. According to

Lisa de Moraes (1993) of The Hollywood Reporter, such viewer response helped in "making it one of the most-watched entertainment shows in TV history" (p. 1). Other big draws for viewers included the Super Bowl, Academy Awards and the Olympics television extravaganzas.

Depending on who is doing the research, and/or what they are looking for, the results can be either positive or negative regarding the actual impact of television and television commercials upon the viewers. The influences on both children and adults have been thoroughly documented. Silver (1993) noted that, "Parents who peek at kids' shows may be shocked - by the commercials. . . . More than 6 million children glue themselves to the screen for each weekly episode of 'Dinosaurs.' . . . A typical child sees over 350 TV commercials a week" (p. 65). Another source, Akst (1992), reflected upon the impact of television when he wrote that:

Children watch nearly four hours of television per day -- and see about 40,000 TV commercials yearly. . . . To be sure, some major children's marketers, such as Nike and Fox Network, have also spent heavily on cause-oriented campaigns that help teach children vital lessons about key issues, such as the environment and race relations. And some marketing experts insist that children are not being exploited at all. (p. D-6)

Children will one day grow up to be adults and all adults were once children, so these viewer experiences, at any age, have an impact on the teaching or learning process. Television and television commercials are forces that have a widespread influence on Americans' lives and learning.

Based on a 1982 study on television impact, reviewing 3,000 scientific studies, and 20 plus years of research, it was determined by Pearl (1982) that:

Television can no longer be considered a casual part of daily life, an electronic toy. Research findings have long since destroyed the illusion that television is merely innocuous entertainment. While the learning it provides is mainly incidental rather than direct and formal, it is a significant part of the total acculturation process. (p. 1:87)

What was true in the 1980's remains true today.

According to other researchers, television still has tremendous potential; even after the educational success of programs such as Sesame Street, Rescue 911 (Chagollan, 1993), National Geographic, and others. Sesame Street is a program which has had a profoundly positive impact on young children and their early education (Rice, 1990; Smith, 1990; Lewis, 1983). By using attention getting visuals, movements and/or techniques that are often found in television commercials, they were able to successfully teach their viewers new skills and positively impact a whole generation.

Overall, Glencoe (1992, p. 196) and Singer and Singer (1983) believe, "On the positive side, TV has a rich and largely untapped potential for educating and enhancing children's development." Peterson (1992) of USA Today appeared to concur by reporting, "Television gets a 'satisfactory' on its social report card, the American Psychological Association said. . . . But there is

still 'much need for change,. . . The good news is, TV can: Teach kids academic and social skills" (p. 1).

Interestingly enough, though researchers praise the future of television in general, no one seems to have investigated the fascinating subject area of television commercials, teaching, learning, and adults. This researcher's study is the only interview project to look at the above mentioned combined subject areas. The topic was timely and definitely deserved more research.

The Link: Advertising, Teaching, and Learning

Educational, corporate and business researchers know that people of all ages remember information from watching television commercials. It is obviously apparent that big business caught on to this premise years ago. Otherwise, they would not spend billions of dollars each year on advertising.

The goal of television commercial advertising is to increase viewer awareness, teach something new, remind the consumer about the product, possibly change the consumer's behavior and hopefully persuade the viewer to purchase the product. For example, if you are unaware of a product or do not purchase the product, advertisers try to increase your awareness and change your behavior by converting you into a loyal product purchaser. The television commercial promotes a new idea or product and in the process captures the viewer's attention. If successful, the viewer has learned something new and buys the advertised product. In some cases, it is a matter of arousing curiosity

so the viewer will travel to a specific marketing dealer to find out more information regarding the product. Ultimately, the manufacturer wants individuals to buy the product.

On the surface, it is a simple premise. But under a more complicated examination, it becomes a smooth matter of creativity, timing, style, and proper execution of human learning principles.

Advertising-Teaching-Learning. Advertising for the 30 to 60 second television commercial and teaching was broken down into six basic steps by the researcher. The goal of the advertiser or teacher/educator is to impact the viewer, learner, and/or consumer in a visual and/or auditory manner. In order to accomplish this, the following six components are utilized:

1. Capture the viewer/learner's attention or interest.

For teachers or educators, this may be done visually by drawing on the chalkboard or using dramatic behavior (acting or role playing) and/or auditorily via the use of the instructor's tone or loudness of voice. In television commercials, attention or interest may be captured in a variety of ways which might include the use of celebrities, dialogue, faces, humor, style, sound and/or film editing.

2. Present the idea or product.

A certain amount of content is presented in a logical progression. A teacher or television commercial might simply present one thought or build on

it to "tell a story" and illustrate a point. The process typically has a beginning, middle and end. In some cases, a television commercial may be presented as an "image" and the product would not necessarily be shown.

3. Create a desire to learn more about an idea or product.

Educators and advertisers both want their audiences to be motivated or be "curious" about the product, topic or idea. They want them to have a desire for more information and in doing so they maintain the viewer/learner's attention.

4. Remember the idea or product.

For television commercial advertising and teachers, this involves individual product/idea identification, recognition, recall, and/or positive discussion or networking about the product/idea to one's friends, family, and/or associates. Oftentimes, a relevant connection for the viewer/learner is necessary regarding the information being remembered or learned. The networking or linking of ideas sometimes helps; especially with concepts previously presented or learned. Remembering is typically encouraged by vivid demonstrations, questions, answers, or repetition.

5. Change the viewer/learner's attitude or behavior.

Television commercial advertisers aim at leaving the viewers with a sense of wanting the product, feeling a need for the product, or at least being open to the idea of trying out a new product. Teachers have the same objective; they

want learners to develop insight or attitudes that will ultimately change behavior.

6. Apply the information.

In education, this may be done by demonstrating the retention and/or integration of new information via higher level thinking. A learner or viewer may apply the new knowledge and/or problem solving skills. Typically, teachers evaluate this by a mastery skills test, classroom discussions, study or review guides, student projects, and/or having the student apply the information to his or her own personal life.

By remembering or applying the information previously presented, the television commercial viewer then has an increased chance of buying the product. The information gained from the television commercial advertising is then used or applied to the viewer's own personal needs or environment.

All of the above mentioned six steps involve some degree of attention, focus, or, in some cases, excitement for the viewer or learner. All of those items may be a positive influence to help viewers or learners remember any information presented.

For the teacher/educator, simple or complex learning is translated into success via the learner demonstrating that basic or higher level knowledge is memorized, retained, and/or applied to other situations. This is shown via teacher-learner discussion, exams, or tests that bring out the learner's ability to

simply recall basic facts or apply their learned knowledge via higher level problem-solving skills.

Perhaps, at times, teachers make the task of learning more complicated or difficult than it should be. This is where education may gather some small but valuable bits of learning information from the world of television commercial advertising.

The importance of the comparison of the six steps or components for television commercial advertising, teaching, and learning is that there is a similarity among them all. Perhaps what will stand out relates to techniques. Overall, the process or goals of the two groups, as it relates to learning, is important. Both groups are striving for a change in attitudes or behaviors. It also implies that there is something for others to learn by examining the process that television commercial advertising goes through and how insight into that creative process, the visual/auditory approach, and the actual presentation of ideas or material might benefit educators.

Television commercial advertising deserved a closer look. The ideas and ways of presenting materials from television commercial advertising was interesting. The benefits, outcomes, and recommendations for educators were surprisingly and refreshingly helpful.

General Methodology

There are a variety of people who are instrumental in the creation and production of a television commercial. These professionals come from three major areas--the advertising client (often a business or corporation), the advertising agency, and the film/commercial production company. All three of these components must work together to achieve the objective of creating, producing, and airing a television commercial. There are a number of people from each component who are actively involved in creating, producing, and filming a television commercial. Each of them has a job to do and also has a unique viewpoint or objective to achieve. Each of them is indispensable to the process of creating and completing the commercial.

Those interviewed were key people from each of these three component areas. Face-to-face interviews were the preferred mode of interaction. Two written interview responses were completed and returned by mail. The written response approach was not solicited or encouraged. This method of reply was better than no reply at all.

The study participants interviewed were professionals in specific jobs from the three components previously mentioned. The initial goals were as follows:

1. For each business or corporate client contacted, ideally interview at least one representative such as the group product manager, product manager,

director of commercial production, regional marketing manager, or other company representative.

2. For each advertising agency contacted, ideally interview at least one representative to include the chairman, creative director, producer, head writer, art director, or other agency representative.

3. For each commercial production company/house contacted, ideally interview at least one representative to include the director, cameraman, production head, executive producer, producer, production coordinator, assistant director, or other company representative.

One study goal was to interview at least 25 people for the study. In some cases, people agreed or offered to be interviewed because they heard about the project from a colleague who had been mailed the interview packet and/or heard about it from other professional colleagues. All of the above mentioned goals were met.

This research/interview study project provided a valuable opportunity to access some very successful people who offered insights into the theory that television commercials act as communicators with the masses while simultaneously touching upon teaching and/or learning. The interview results were summarized and recommendations to educators were compiled and included in later chapters.

Limitations

The study was limited in four ways:

1. The study was a descriptive research project utilizing the interview method of research.
2. The answers to the interview questions were very lengthy and needed to be condensed in order to summarize the important points.
3. Some interview participant's answers drifted away from the topic question or subject and portions of the answer were not specifically appropriate to the research question asked.
4. Some portions of interview answers were asked to be kept in confidence; especially when discussing some specific brand names or clients.

The transcribed pages of the interview question responses and some basic background information were reviewed and analyzed. Specific quotes and selected relevant responses were considered and/or included in Chapter 4 of the dissertation. The criteria used to evaluate whether or not an answer was considered or quoted in the study results was simply whether or not it answered the interview question.

Delimitations

Some information pertaining to this study was as follows:

1. The study was limited to a specific number of advertising agencies, corporations, and production companies throughout the United States.

2. The study was limited to a specific group of advertising agencies, corporations, and production companies throughout the United States.

The majority of respondents from the two groups mentioned above were from the Hollywood and greater Los Angeles, California area.

The reasons for the above two limitations were as follows:

The researcher's professional work in feature films, television commercials and print ad campaigns have offered her access to professional people that are normally extremely difficult, if not impossible, to access. This work experience was helpful in providing her with a "door" from which to enter in order to gain the type of information requested in this study. Without the personal contact, it was highly probable that the many professionals the study sought out would have been "too busy" to concern themselves with the study or find time to respond. In fact, even with the personal contacts, that very problem was a constant delay factor for this study.

Specifically, the researcher has worked as a professional free-lancer with a number of television commercial production companies that have been hired to film a wide variety of television commercials both in and out of Montana.

These professional experiences have given the researcher an opportunity to work with, be an active part of, and objectively observe first hand the method by which television commercials are actually made while on location. This has also allowed the researcher to work with numerous production company professionals and to interact with both advertising agency and corporate personnel. Because of this experience, the researcher has basic professional knowledge that helps in interacting with film, television, advertising, and corporate professionals in the field. It was also a benefit in helping accomplish the goals and objectives of the study. As stated previously, these work experiences were a positive influence in providing interaction and accessibility to the professional people in television commercial advertising and production

Definition of Terms

There were a variety of terms that needed to be defined for the study. They were included here because many educators were unfamiliar with the definitions as they related to the film, television, and commercial industry. The terms listed below and defined in this section were by Fridell (1986) and Flexner and Hauck (1987):

Advertising - "The art or practice of calling public attention to one's product, service, need, etc., esp. by paid announcements in newspapers and magazines, over radio or television, on billboards, etc.: to get more customers by advertising" (Flexner & Hauck, p. 29).

Agency - "The advertising agency employed by the client to develop an advertising campaign" (Fridell, p. 154).

Assistant Director (A.D.) - "This stands for the assistant director, who is in charge of many things and is your on-and-off-the-set liaison with the director" (Fridell, p. 154). This person works as a freelance hire for the production company.

Cameraman - "A person who operates a camera, esp. a movie or television camera" (Flexner & Hauck, p. 300). This person works as a freelance hire for the production company.

Client - "The company that owns the product or service for sale" (Fridell, p. 154).

Commercial - "Prepared, done or acting with sole or chief emphasis on saleability, profit or success: a commercial product. . . . Suitable or fit for a wide, popular market. . . . Paid for by advertisers: commercial television. . . . A paid advertisement or promotional announcement" (Flexner & Hauck, p. 411).

Director - "The person responsible for the interpretative aspects of a stage, film or television production; the person who supervises the integration of all the elements, as acting, staging and lighting, required to realize the writer's conception" (Flexner & Hauck, p. 559). This person works as a freelance hire for the production company. "The person in charge of the shoot. This person may also operate the camera. The director usually works for (or owns) the production company" (Fridell, p. 154).

Producer - "This term can mean a lot of different things. There can be a client producer, an agency producer, and a production-company producer all working on one commercial" (Fridell, p. 154). There may be an advertising agency producer as well as a production company freelance producer. "A person responsible for the financial and administrative aspects of a stage, film, television, or radio production; the person who exercises general supervision of a production and is responsible chiefly for raising money, hiring technicians and artists, etc., required to stage a play, make a motion picture, or the like" (Flexner & Hauck, p. 1544).

Production Company/House - "The company that was hired to shoot the commercial" (Fridell, p. 154).

The above mentioned definitions provided a clear understanding of terms that were relevant to the remainder of the research information and data. Chapters 2 through 5 also provided more specific information which pertained to the study.

It was important to remember that research may be found in a variety of forms; some more non-traditional than others. Such was the case with this interview study of television commercials and learning. According to Merriam (1991):

Research is broadly defined as systematic or disciplined inquiry; that is, it is a purposeful, systematic process by which we know more about something than we did before engaging in the process. . . . The knowledge that is produced through research is a function of the questions the researcher asks and the methods the

researcher uses to answer those questions. . . . In adult education, . . . we observe something that puzzles us, we wonder about it, we want to know why it is the way it is, we ask whether something can be done to change it, and so on. . . . However, what one person is curious about or mystified by may not be what puzzles others. . . . The questions raised and methods used are functions of the researcher's worldview. (p. 43)

Organization of the Research Report

The report was organized into five chapters with a bibliography and appendices. Chapter 1 included the introduction, statement of the problem, purpose of the study, the influence of television, the link between advertising-teaching-learning, general methodology, limitations, delimitations, definition of terms, and organization of the research report. Chapter 2 consisted of the review of related literature which included learning, teaching, television's influence on learning, advertising, television, commercials and teaching, the future, and a summary. Chapter 3 explained the study methodology, study design, population, selection procedures, development of the interview questions, conducting the research, data collection technique, and treatment of the data. Chapter 4 offered an analysis of the data which consisted of the question and rationale, responses of clients, advertising agencies, and production company professionals, and the relevance to educators. Chapter 5 contained findings, conclusions, recommendations, the future, and further research areas.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviewed literature that was concerned with the areas of learning, teaching, television's influence on learning, advertising, the cost of advertising, television, commercials and teaching, the future, associations and awards, and a summary. Educational researchers have spent years examining the human learning process and have approached it from a wide variety of viewpoints. Traditionally, they looked at factors influencing learning such as teachers, classrooms, students, environmental influences, achievement, aptitude, and academic success. They have studied the relationships between these variables and other extraneous influences.

Learning

Learning was an important component of this research study. It was critical that the reader understand the issues and concerns which related to learning. Seldom do students learn merely for the sake of learning. Usually adults learn because what they are studying is interesting and useful to the individual. Knowles and Houle have both explored this area and have come to similar conclusions. Knowles (1984) noted that adult learners tend to be

self-directed and that their own personal experiences, readiness, outlook and motivation towards learning were important influences (pp. 9-12). Another researcher, Piskurich (1993), expanded upon adult learners and their activities when he maintained that such activities may come in a variety of forms:

Individualized instruction, prescriptive learning, self-instructional packages, programmed learning, computer-mediated instruction, contract learning, computer-based training, interactive video, and a dozen other terms are used interchangeably with self-directed learning. (p. 1)

Learning may occur in a multitude of settings and/or environments.

Dressel (1980) understood that theories of teaching and learning could be quite varied when he noted, "There are many and contrasting views about the nature of human learning and the efficacy of various teaching methods and learning experiences which expedite whatever learning is desired" (p. 9). It all depends upon the message that is intended to reach the learner and the methods utilized in the process. Learning definitely involves more than merely reading books. According to Freire (1985):

The act of study, in sum, is an attitude toward the world. . . . The act of study should not be measured by the number of pages read in one night or the quantity of books read in a semester. To study is not to consummate ideas, but to create and re-create them. (pp. 3-4)

He tended to have a global view of studying and education for the masses.

"For Freire, education includes and moves beyond the notion for schooling.

Schools represent only one important site where education takes place, where men and women both produce and are the product of specific social and

pedagogical relations" (Freire-Forward by Giroux, 1985, p. xiii). In many ways, Freire's thoughts reflect the ideals of many adult educators across the nation. Such ideas also correspond with the ideals of lifelong learning for society at large.

Ultimately, the student, learner or viewer shares the responsibility for a successful educational or learning experience. As Wilson (1965) wrote:

We must always make clear to prospective students one simple fact: The education a student gets depends much more on his own aptitudes, interest, resolution and dedication than on the college he happens to attend. We must help students to see that, wherever they go, they will get what their interest, ability and resolution deserve. No college gives any student an education; it gives him only an opportunity to acquire one. (p. 259)

Allen Tough is an adult educator that specializes in adults and self-directed learning. He has often taken a leadership role in examining research areas that were new to the adult education field. Tough recognized the importance of examining learning where it occurred; even in non-traditional learning areas. As Brockett and Hiemstra (1991) noted about Tough, "He found that learners prefer to assume considerable responsibility for planning and directing their learning activities if given the choice" (p. 9). Learners wanted to take an active role in their own lives and educational experiences; no matter how small or insignificant this may seem to others.

Professionals in the adult education community are aware of a responsibility for professional educators to examine or research areas that

impact adult learning. This includes non-traditional interview studies such as this research project.

Adult educators are responsible for the professional vision they project regarding learning. Knowles (1985) wrote, "The leadership of the adult education movement in this country has historically come from its practitioners. Accordingly, the literature of the field has been concerned predominantly with principles of good practice" (p. viii). This researcher's study upheld the ideals of good practice and simultaneously examined one of the diverse and lesser examined areas of learning and television commercial advertising. Boone (1985) appeared to support this position when he stated that, "The diversity that characterizes adult education is one of the field's major strengths. . . . In daily practice, adult education serves a vast array of adult audiences through an almost equally broad variety of programs and institutions" (p. ix).

Education and learning is important because it provides a wide variety of benefits to people from all walks of life. The medium of television and television commercials are capable of reaching people, educating them and helping them learn. This research report explored the existence of such possibilities.

"Every new generation of Americans is assured that it is the smartest, the best educated, the most idealistic ever" (Crawford, 1970, p. 307). For some members of our current society, Aiken (1967) noted that "Education is to get where you can start to learn" (p. 89). What was true then is still true now.

This research project has allowed for the discovery of something about the masses as well as short-term or 30 to 60 second learning.

Teaching

Teaching was an important component of this research study. It was necessary for the reader to understand some general issues, beliefs and background about teaching as it related to the study. Teaching is not an exact science. Some teachers have observed that it is more of an ability to capture the attention of students and motivate them to learn. Others teachers believe it is an extraordinary ability to impart knowledge and simultaneously allow students to enjoy the learning experience.

Research shows that people have different learning styles and learning preferences. Jarvis (1992) specifically mentioned nonreflective types of learning such as memorization, the learning of skills and incidental learning (pp. 74-75). Such tasks relate to the learning that accompanies the viewing of television commercials because they often utilize those three types of learning. He also discussed reflective learning which included contemplation, experimentation, and reflective skills (p. 77). The latter three seem to be less commonly found when viewing television commercials. Teachers need to keep this relationship between information processing, teaching, and learning in mind at all times. McKeachie (1988) identified some important insights for teachers when he examined a person's information processing and/or learning and broke it down

into five areas which included "senses--attention--perception--working memory--long-term memory" (p. 6). If a teacher is aware of such relationships it may help them reach their students in a more effective manner. Hart (1992) also was interested in the relationship between "a learning rhythm which alternates between short-term learning processes where information is gathered and accumulated . . . and long-term learning processes where . . . the parameters of experience itself are transformed" (p. 214). The above mentioned research provided another link which enables the teacher to be more aware regarding the importance of the student learning process.

There are a variety of methods or approaches for teachers to use in teaching. Of course, some teachers are more successful in achieving their goals than others. Teachers or instructors who are successful and demonstrate teaching excellence are often in demand. Overall, the teacher's goal is to impart knowledge and promote student learning.

What constitutes teaching excellence is debatable. Lowman (1991) touched on many traditional views of successful teaching techniques and mentions that recollections regarding a masterful teacher include some sort of interaction with students:

The images all convey a sense of impact, of an instructor having a potentially profound effect on the students. In each, the students are emotionally as well as intellectually stimulated by the proceedings, whether as members of an audience or in one-to-one relationships (p. 2).

He also went on to suggest that classrooms resemble dramatic arenas. In one sense, it is a comparison of teachers to actors. Lowman (1991) believed that in this dramatic arena successful teachers were good at fully captivating their audience of students, capturing their "attention and stimulating their emotions" and that this ". . . has long been a universal part of human experience. People today seek out a wide range of theatrical experiences . . . just as people always have . . . instructors play themselves rather than having assigned parts as actors do" (pp. 72-73). The results might even be called instilling/conveying excitement or some passionate interest in the topic or subject. If all of this is accomplished, learning becomes a more memorable experience for the student. Enthusiasm, interest, and attention are extremely important. On this basis, it appears that teaching and advertising share a common bond.

Apparently, there was some wisdom to be gained from the acting field. This information might be transferred directly to the teaching situation. As Lowman (1991) pointed out, "Any good actress or actor knows the importance of entrances and exits to capturing the audience's attention. College teachers should also note the way they enter a classroom" (p. 88). Thus, it is important for instructors to immediately set the tone or mood.

This study maintains that it is the same in teaching as in television commercials. There is a beginning, middle, and end to each lesson or segment;

whether it is 30 seconds, 60 seconds or 60 minutes. Every second or minute counts. It is important to capture the learner or viewer's attention.

Lowman (1991) also suggested that "Speaking clearly with variety and projection helps to engage an audience; so does movement. An additional quality easily as important as these is eye contact" (p. 88). In other words, as a teacher, never underestimate the influence of eye contact. Do not be afraid to look directly into the eyes of the students as it will draw them into what you are doing. It also puts pressure on them to be accountable and participate. In turn, students become more focused because of the instructor's own projected intensity and enthusiasm.

Teachers as well as actors should be concerned with audience contact. Referring to actors, instructors and audience contact, Lowman (1991) commented that they "are acutely aware of the necessity of maintaining that fragile connection between themselves and the audience. . . . The delicate visual bond so critical to facilitating understanding between instructors and students requires constant cultivation and protection" (pp. 89-90).

Business and advertising professionals set minimum performance levels as do teachers and instructors. Whether information is committed to short-term or long-term memory will vary with the individual learner and his or her own personal needs or priorities. This is somewhat dependent upon the importance that the individual learner places on the incoming information and whether or not they determine that it holds a relevance or need to their lives. Presentation

quality, learner desire, and learner satisfaction also play an important role in whether material is remembered and learned.

At the same time, teachers need to be concerned with the goals and growth of their students. "The development of emotional maturity and the formation of identity is crucial if the student is to be capable of becoming a mature learner and able to adopt a deep-level approach to learning" (Wright, 1982, p. 158). One researcher suggested that teachers are the ones who need to become more approachable in order to facilitate such learning and maturity in their students. Rothman (1977) believed, "Teachers should unmask themselves, admit into consciousness the idea that one does not need to know everything there is to know and one does not have to pretend to know everything there is to know" (p. 273).

There is pressure across the nation for our public schools to change. Experts cry out that America's public education system is outdated. There is an urgent need for restructuring. As the Associated Press (AP) (1993) reported, Comer told the Montana Education Association yearly convention, "Our schools have been designed for a different purpose and a different time. . . . Everything else has changed, but our schools have remained virtually the same" (p. 5). As such, they have become unresponsive to the current needs of the students in numerous schools across the state and nation. It is truly time for some innovative, creative, and challenging alternatives to rise to the forefront of

education. This provided the researcher with yet another reason to explore the non-traditional study of television commercials and learning.

Perhaps the fact that there is no teacher to be faced when one views a television commercial has an impact on viewer learning. It is a safe environment. There is no pressure or need for the viewer to perform well. There is no immediate evaluation or test. The viewer is in control and decides whether they want to pay attention or not. There is no discipline nor failure. For some of those viewers, learning just happens. It is possible that they even enjoy that type of learning experience and environment; a form of self-directed learning.

Television's Influence on Learning in Our Society

Today's American society looks for immediate gratification and immediate learning experiences. Our lifestyles reflect these subtle changes. Now, more than ever, students expect to be entertained. They often complain of being "bored" or a teacher isn't being "interesting" enough. The student's living and learning environment has changed and so have their individual expectations.

Whether they admit it or not, teachers are in competition with the world of electronic games, computers, videos, movies, television, and commercials. Students of all ages may be immediately entertained at the push of a button. If they do not like what they hear or see, they push a button and achieve instant

change or gratification. They may view something else or do something else to keep their interest level challenged. Davis (1993) found that in 1991 "nearly 90% of homes used remote-control zappers" (p. 223). The use of the remote control allows the viewer to develop an impatient habit called "channel surfing" or "channel changing." It gives the viewer instant control even to the point of turning off all sound by "muting." It is a phenomenon which directly affects television commercial advertisers, television commercials and viewers. There is now a demand to make television commercials even more visually entertaining, interesting, fast paced, and/or educational in order to meet the growing needs and demands of the American public.

The "catch all" phrase for a portion of this impatient, demanding, and high expectancy group is the "MTV Generation." William Link, producer and award winning writer, accurately expressed the dilemma when he stated to Stuart (1993), "Everything is becoming streamlined now. . . . There's too much going on in their lives. It's the MTV generation; give it to us quick and we got it, onto the next" (p. 181). In the same book, Ron Shusett, executive producer of Alien, addresses the issue when he stated, "You damn well better have a high powered concept to blow the audience's mind or else the MTV generation is going to get bored" (p. 184).

Teachers in a traditional classroom do not change with the push of a button. They are entrenched in the slow-to-change formal institution of education. The typical classroom does not have the flexibility to change as

quickly as the societal environment experienced outside the classroom. The specifics of subject matter and course content are as important and influential as the individual teacher. So, teachers are faced with a new dilemma. How might they reach their students in new ways, keep their attention, and teach them at the same time? How do they adapt their conservative educational institution to incorporate some "new" ideas? Can teachers or schools afford to make some of these potential changes? These and many other questions can only be answered by individuals and research projects that ask questions and move in new directions that educators don't normally consider. The goal of this study was to examine new directions and suggestions for learning via a somewhat non-traditional project. The results of the research study offered some interesting results and recommendations regarding learning and some of the previously mentioned problems and dilemmas that are being faced by today's adult educators.

Advertising

It was important to this study for the reader to understand the general ideas, background, goals and concerns of the advertising industry in American society. Advertising principles, in general, have a direct influence on the development of television commercial advertising which was an intricate portion of this interview study.

Advertising is a lucrative business and is dependent upon success. Hundreds of thousands of dollars are spent each year on market surveys, advertising campaigns and the creation of new images for products. The goal? Teach the consumer/viewer something new and get them to buy the product. As Barry (1990) suggested, "Never include an ad that does not stress a positive and specific benefit meaningful to the consumer" (p. 16). In doing so, teach them to recognize the product, commit it to memory and change their buying behavior/loyalty. In many cases, this involves capturing a person's attention, showing the product, being repetitive, influencing one's memory and selling the product. According to Ogilvy (1985), "People who register a change in brand preference after seeing a commercial subsequently buy the product three times more than people who don't" (p. 103). In this case, the presentation of information paid off with more than learning something new.

Advertising has played a very important role in society for years, if not centuries. "As early as 3,000 B.C. Babylonian merchants hired barkers to shout their wares to passersby" (Pattis, 1990, p. 2). The same source maintains that advertising existed in the fifteenth and seventeenth century. Pattis (1990) went on to explain a big advertising change that occurred and provided a basis for the current advertising agency when "in the late 1860's, a man by the name of N.W. Ayer changed the whole advertising system . . . he hired writers, artists, and other creative people . . . his firm could create advertising . . . he brought a measure of respectability to the profession" (p. 3).

Edmonds (1982) noted:

We tend to forget how new both of these media--film and television--are. Film in 1980 was barely eighty-five years old, and in the same year, television in America was barely thirty years old. They are the children among the media. (p. 174)

As young as they may be, however, film and television are now very evident in our society. Television has the networks, cable channels and satellite dishes which provide immediate access to various cultural, educational and world events.

The twentieth century also brought with it drastic changes in the form of technological advances. Suddenly, radios, television, and computers became everyday items that almost every family in America either owned or had access to. Cable television and home shopping shows are now everyday entertainment. The available markets for advertising to tap are absolutely incredible.

Television opened up great possibilities for advertisers. The ability to reach millions of households with a visual image led to unprecedented growth in the advertising industry . . . the magazine with the nation's largest circulation is TV Guide . . . a thirty-second commercial on prime-time TV--which costs anywhere from \$50,000 up to \$500,000--may be seen by 50 million people at the exact same time. Special events, such as the Super Bowl, are seen by as many as 100 million people. (Pattis, 1990, p. 5)

The depth and reach of advertising is astounding and its magnitude to reach and teach the masses is incredible. Communications technology has come a long way and it holds an exciting future.

According to the definition of advertising, the purpose and use is far reaching. Pattis (1990) stated, "As one can see, there are many purposes for

advertising, but the main goal is to motivate and persuade people to buy a particular product or service" (p. 1). Over the years, advertisers have used a wide variety of methods to reach their targeted advertising audiences. The common methods included the newspaper, magazines, radio, and television. Of course, the latter was the most important one that pertained to this study.

It was also important that the reader understand the cost and extent of expenditures pertaining to advertising. A list of sources and financial costs for various advertising projects were included as a quick reference in the appendix. This list gave the reader an understanding of how expensive, pervasive, powerful, and far reaching advertising could be. Adult education, and education in general, typically does not have the proportionate amount of spending available for their projects as does a 30 or 60 second television commercial. An examination of the costs of advertising reveals the major spending statistics of many television commercial projects.

Television, Commercials, and Teaching

The 30 second television commercial may be viewed as a microcosm of the teaching process. In a very short time frame commercials capture the attention of the viewers and, if successful, elicit a response and/or a change in behavior. Specifically, advertisers want the buyer to purchase their product.

Similarly, teachers are faced with the same sort of task. They need to capture the attention of their students, present a concept or idea and teach

them something new or reinforce an idea. Ultimately, they too enlighten or change ideas, attitudes, and behaviors. Again, teachers and advertising appear to share a common standard goal. They both measure their progress by success. At times, they learn from their failures.

Television has been successfully used for various learning activities. Depending on the audience and goal, television may be advantageous to use over other types of media. Advertisers have frequently chosen the television commercial as a means to reach the masses. Some television programs, infomercials, and/or television commercials do provide learning experiences for people. However, the type and quality of the learning experience would greatly differ between what is learned in a television commercial as compared to a television program. Even with television programming, there is a vast difference between what is educational and what is not. Seaman and Fellenz (1989, p. 76) noted, "Television is widely used today . . ." referring to adult learning activities. They go on to state, "A number of presentation strategies are suitable for instructional applications through television" (Seaman & Fellenz, 1989, p. 77). Although they were not specifically referring to commercials, the researcher believes their ideas easily carried over into the medium of television commercials, learning, and communication.

The Future

The future will include more electronic technology than Americans utilize today. There will be tremendous amounts of information available upon demand. It comes to the user via their television set using fiber optic phone and cable television lines. Five hundred channel capabilities (although they all may not be utilized), an electronic information superhighway, and interactive television are not far away for the everyday person at home with a television set. Pacific Telesis jumped on the information superhighway when it was publicized in The Hollywood Reporter (1993) that "Pacific Telesis is investing \$16 billion over seven years in a fiber optic superhighway that will allow subsidiary Pacific Bell to deliver voice, video and interactive services to California homes through a single wire" (Week In Review, p. 51).

Additionally, The Hollywood Reporter (1994) announced that, "Telephone company US West Inc. . . . will spend \$750 million over the next two years to build multimedia networks serving customers" (Tobenkin, p. 4). Paths of communication are changing and they bring with them the ability to change our lifestyles as well as education and lifestyles for future generations. Education and entertainment will be a stimulating, viewer participant activity; no longer will television viewing be a passive experience. Currently, many interactive games, books and movies are already available and on the market

via CD's (compact disks). All of this is or will be available for homes, schools and/or business.

Television will play a new role in the home. According to Maney (1993), "It's ready to drag couch potatoes, businesses and the whole economy into an age when we'll make video phone calls, tap into Harvard's library from rural classrooms, and teach our TV sets to find what we like and fetch it (p. 1A). An example of specific capabilities were "if a high school music student in Joe, Mont., wanted to research the history of the tuba, the TV/computer could search university libraries around the world, retrieve the documents and store them" (p. 2A). Interactive television offers a future where people will be able to access enormous amounts of information, be provided with a wide range of choices and have the power to control their own learning. Individuals will have random access to programming; precisely when you want or need it and according to what interests you.

The technology is expected to be available to everyone at minimal costs; including small, rural schools and low income families. According to Spotnitz (1993):

Experts say that within three to five years, many viewers will have 'switched' televisions. Rather than sifting through the hundreds of broadcasts . . . viewers will be able to pick and choose which broadcasts and services they want from a central electronic library. Communication with their televisions will travel in both directions (p. S-8).

Another technological advance, the ability to read captions while watching television, is already available. New televisions today have closed caption capabilities. Yant (1993) commented on the immediate possibilities when writing that, "For the estimated 30 million immigrants learning English, the 27 million illiterate adults and the 12 million schoolchildren learning to read, captioning could turn TV into a . . . 24-hour classroom" (p. A-13). Yant continued on and reported that some ESL teachers have already tried using television in this manner and were pleased with the results and believed it to be a real motivator. The secret? Turn off the sound to the television set and allow the viewer to follow along by reading. Simple but very effective.

IBM has already invested in the future of this new technology. They commissioned Bob Abel, an extremely successful documentary and television commercial professional (winner of Emmy awards as well as 33 Clio Awards), to develop a major interactive multimedia project. He and his company, Synapse Technologies, Inc., "went on to develop, with IBM as a partner, the largest interactive multimedia educational project ever, COLUMBUS: ENCOUNTER, DISCOVERY & BEYOND. The project contains over 5 hours of video, 11 hours of audio, 4,500 'articles,' and over a million cognitive, conceptual links . . ." (Abel, 1993, p. 1). The project cost to IBM was \$5 million dollars.

The program was designed for use in schools across the nation. It allows for customized learning according to individual interests and preferences by

accessing information in a new manner. Individual choices determine what you learn next. You, the user, actually control your own personal learning destination by navigating through the options. Computers, laser discs, and interactive multimedia; the present and future learning opportunity. It should be noted that Bob Abel is also working on projects for the Smithsonian Air and Space Museum as well as the Air Force Academy. Abel and Synapse Technologies are on the cutting edge of development in this rapidly growing field.

Does America need interactive television and an information superhighway? Trip Hawkins offered insight in an interview with Tierney (1993) that noted:

The practical fact is that we like to interact. It's how we learn. You know, we learn by doing; in other words - that old Chinese proverb - I hear and I forget. I see and I remember, I do and I understand. People need to do things. (p. S-39)

If the new technology increases the opportunity for people to interact and learn, it also promises to be an exciting and interesting communication tool.

D'Antona (1993) summarized it well when he wrote:

Learning how to manipulate this technology is quickly becoming a responsibility. It is inevitable that interactivity will permeate most things we do: how we educate ourselves, how we educate others, how we retrain our work force, how we select tonight's TV programming, how we advertise. (p. 4)

Communications, television, information, and technology appear to be the future of education and entertainment.

Summary

There were a variety of components that needed to be drawn together in order to organize this interview research study. It was necessary to examine four areas which were not typically grouped together. The four areas were: advertising, teaching, learning, and television commercials. This chapter presented relevant research to set the stage for the interpretation of the interview study results.

In the next chapter, the methodology of the study was explored and in doing so the reader experienced a closer examination of television commercial advertising, advertising agencies, advertising clients, and commercial production companies. Through it all, there was significant evidence that the 30 to 60 second television commercial was worthy of studying.

CHAPTER 3

METHODOLOGY

The purpose of this chapter was to explain the methods and procedures used to conduct and complete this study. The researcher decided to use a naturalistic approach to the study in order to be open to the varied insights that the responses of the interview participants provided. The case study interview method was the primary technique used in gathering information for the study.

The purpose of the interview study was to examine potential teaching and/or learning applications or insights for adult educators that the study might offer. Those involved in the creation and production of the 30 to 60 second television commercial were interviewed. The researcher asked 17 interview study questions of each of the 25 individual interview participants.

This chapter contains seven sections: (1) the study design, (2) the population, (3) selection procedures, (4) development of the interview questionnaire, (5) conducting the research, (6) data collection technique, and (7) treatment of the data.

The Study Design

The study was designed to be primarily an interview study. Three major groups that are actively involved in the creation and production of television commercials were interviewed. Those groups included (1) the advertising client, (2) the advertising agency, and (3) the film/commercial production company. The researcher examined the answers and information that was provided by representatives from these three groups. In doing so, similarities and differences were noted by comparing and contrasting the interview participants' responses and replies. The researcher also looked for any effect that the interaction of the three groups might have in producing the finished product or television commercial.

A thorough analysis of the responses was included. Attention was paid to discover whether the various interview participants believed that actual teaching and/or learning occurred in a television commercial. The researcher also looked for any specific steps, goals or techniques that this might encompass. Finally, those recommendations or insights that would be applicable to those involved in the teaching and learning process were examined.

Population

The study population consisted of the following three major groups:

1. The advertising client. This consisted of a business, major corporation, or specific product to be marketed. In this study, it included mailing interview packets to and/or approaching advertising clients/products such as E. & J. Gallo-Tott's Champagne, RJR/Nabisco-Fleischmann's Margarine, Yamaha Motorcycles, Cadillac Automobiles, Saturn Cars and Coca-Cola.

A sample of job titles for people included in the advertising client group included: Director of Commercial Production, Advertising Sales and Promotion, Head of Client Advertising Services.

2. The advertising agency. This was the agency specifically hired by the client to carry out an advertising campaign. Although overall advertising campaigns are frequently completed in more than one media area, this study only focused on the television commercial component. Nationally known agencies that were sent interview packets for this study included J. Walter Thompson, Hal Riney & Associates, DDB Needham, Stern Advertising, Wieden & Kennedy, Saatchi & Saatchi, and other agencies.

A sample of job titles for people included in the advertising agency group included: Chairman/Chief Executive Officer, Director, Writer, Advertising Agency Owner.

3. The film/commercial production company. The production company supplies all of the technical personnel for the actual commercial filming of the product. This is done on a sound stage or oftentimes on location. The crew includes the producer, director, director of photography, lighting personnel, and so on. It is the director who has an artistic or creative vision of how the commercial should look in the medium of film. This vision might easily be the same or somewhat different than the view of the client or the advertising agency. Making it all come together is an integral part of the creative process of film.

Production companies that were sent interview packets for this study included HKM Productions, RSA-USA, Inc., HSI Productions, Pytka, Barry Dukoff & Associates, Propaganda Films, Inc., Sandbank & Partners, Porter McNamara Films, Zuma Films, and others.

A sample of job titles for people included in the production company group included: Executive Producer, Head of Production, Producer, Director, Director/Cameraman, Assistant Director, Producer/Assistant Director, Production Coordinator/Manager, Production Coordinator/Assistant Director, Assistant Production Coordinator.

Interviews were conducted with various personnel from each of these three major groups. In doing so, the researcher utilized the expertise of key people from a variety of the above mentioned groups. Each person's

