

Georgia Southern University

## Georgia Southern Commons

---

Association of Marketing Theory and Practice  
Proceedings 2021

Association of Marketing Theory and Practice  
Proceedings

---

2021

### Video Ad Project: The Relationship Between Involvement, Aad, Effectiveness, and Skills Gained

Vivek Madupu

*Indian Institute of Management Visakhapatnam, vivekm@iimv.ac.in*

Venkata Rajasekhar Moturu

*Indian Institute of Management Visakhapatnam, rajasekhar.m@iimv.ac.in*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/amtp-proceedings\\_2021](https://digitalcommons.georgiasouthern.edu/amtp-proceedings_2021)



Part of the [Marketing Commons](#)

---

#### Recommended Citation

Madupu, Vivek and Moturu, Venkata Rajasekhar, "Video Ad Project: The Relationship Between Involvement, Aad, Effectiveness, and Skills Gained" (2021). *Association of Marketing Theory and Practice Proceedings 2021*. 23.

[https://digitalcommons.georgiasouthern.edu/amtp-proceedings\\_2021/23](https://digitalcommons.georgiasouthern.edu/amtp-proceedings_2021/23)

This conference proceeding is brought to you for free and open access by the Association of Marketing Theory and Practice Proceedings at Georgia Southern Commons. It has been accepted for inclusion in Association of Marketing Theory and Practice Proceedings 2021 by an authorized administrator of Georgia Southern Commons. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

# **Video Ad Project: The Relationship Between Involvement, A<sub>ad</sub>, Effectiveness, and Skills Gained.**

**Vivek Madupu**

*Indian Institute of Management Visakhapatnam*

**Venkata Rajasekhar Moturu**

*Indian Institute of Management Visakhapatnam*

## **ABSTRACT**

*A semester-long group project was given to undergraduate students in multiple sections of the Advertising course. The project involved students working in teams and creating video ads of 30, 60, or 90-seconds. Following the project presentations in the class, surveys were conducted to collect students' opinions and perceptions of the Video Ad project. Sixty-four students spread out in three semesters from an American University in Mid-West filled out the surveys. Results indicate that the Students' attitude towards advertising is positively related to how effective the project is. However, attitude towards advertising is not related to the project's involvement and video-making skills gained from the project. Student involvement is an essential factor in the group project outcome. Involvement is positively related to the effectiveness of the project and video-making skills gained from the project.*

## **INTRODUCTION**

Creating video ad assignments in a group requires students to understand, synthesize, and apply various advertising concepts. It involves coming up with an idea, using appropriate theories/frameworks of advertising, writing a script, rehearsing, creating, and editing. The repeated exposure to these stages strengthens the subject matter and enables students to learn actively.

Students aspire to see and experience their learning applied to significant projects. They often detach from the classroom discussions when they fail to discern the direct relevance of their learning (Manzon, 2017). Video ad project assignments are one such kind, where the direct application of the knowledge can be seen. Further, creating video ads allows students to communicate their work in different ways that are traditionally not seen in a university classroom (Lee et al. 2018).

There is ample research concerning digital videos and instructional videos in the classroom and university setups. Professionally made videos are used as supplements to lectures (Greene and Crespi, 2012). However, far too little attention has been paid to student-created videos as an active learning assignment (Hofer and Swan, 2005). Therefore, this research contributes to this gap in the literature by exploring students' involvement, students' attitude towards advertising, effectiveness of the group project, and the video-making skills gained by the project.

## HYPOTHESES

Based on the literature review, the following hypotheses are advanced.

*H1a: Attitude towards advertising is positively related to the effectiveness of the group project.*

*H1b: Attitude towards advertising is positively related to the perception of the video-making skills gained.*

*H1c: Attitude towards advertising is positively related to the student involvement with the group project.*

*H2a: Student involvement is positively related to the effectiveness of the group project.*

*H2b: Student involvement is positively related to the perception of the video-making skills gained.*

*H3: Effectiveness of the group project is positively related to the perception of the video-making skills gained.*

## METHODOLOGY

Students were split into self-selected groups and worked on the group project during the semester for a grade. The equipment students used to create ads varied considerably. Some students used their smartphones, and the video editing apps present on them, while others used professional cameras and video editing software.

Sixty-four undergraduate students from a midwestern American University filled out the survey after the project presentations in the class. There were 29 male students (45.3%) and 35 female students (54.7%). The mean age of the students was 22.3 years (Std 3.42). All measures were taken from the extant literature. The items were anchored on five-point rating scales (1 = Strongly Disagree, 5= Strongly Agree).

## ANALYSIS AND RESULTS

Table 1 provides the means, Standard deviations, and correlations of the study variables. H1a, H2a, H2b, and H3 hypotheses are supported. However, H1b and H1c are not supported.

**Table 1: Means, Standard Deviation (SD), and Correlations (n=64)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1.Aad</b>				
<b>2.Effectiveness</b>	.290*			
<b>3. Perception</b>	.122	.524**		
<b>4. Involvement</b>	.163	.546**	.495**	
<b>Mean</b>	4.23	4.28	4.18	4.07
<b>Std. Dev</b>	.53	.45	.51	.51

\*\**. Correlation is significant at the 0.01 level (2-tailed)*

\**. Correlation is significant at the 0.05 level (2-tailed)*

## REFERENCES

Hofer, M. J., & Owings Swan, K. (2005), "Digital Moviemaking—The Harmonization of Technology, Pedagogy and Content," *International Journal of Technology in Teaching and Learning*, 1(2), 102.

Lee, S. H., Hoffman, K. D., Chowdhury, S. A., and Sergueeva, K. (2018), "Creating A Video Documentary as A Tool for Reflection and Assessment: Capturing Guerilla Marketing in Action," *Marketing Education Review*, 28(2), 126-130.

Manzon, E. (2017), "Creating Student Engagement: The Kickstarter Active Learning Project," *Marketing Education Review*, 27(2), 115-118.

Sergeant, A., and MacDonald, P. A. (2017), "Video Production to Enhance Multimedia Presentations Skills: An Undergraduate Business Project," *Business Education Innovation Journal*, 9(1).25-34.

## ABOUT THE AUTHORS

**Vivek Madupu** PhD (Memphis) is an Associate Professor of Marketing at the Indian Institute of Management Visakhapatnam. He teaches courses on Advertising and Strategic Marketing to MBA and EMBA students. His research interests are Advertising, Cross-Cultural Marketing, and Consumer Behavior.

**Venkata Rajasekhar Moturu** PhD (Andhra University) is an Academic Associate in the Marketing Area at the Indian Institute of Management Visakhapatnam. His research interests are Consumer Behavior, Brand Management, and Advertising Management.