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**Service Learning Across the Curriculum:
A Collaboration to Promote Smoking Cessation**

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Service Learning Across the Curriculum:
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Abstract

This paper focuses on how pedagogy, service, and scholarship can be combined across the advertising curriculum through service learning, which invigorates collaboration among faculty members, student teams, and advertising professionals. The authors demonstrate how service learning projects integrate curricula using a community-based client, ultimately leading to scholarship and professional outcomes. Specifically, this study analyzes the launch of a service learning-based smoking cessation campaign on a Midwest college campus.

“Creativity without strategy is art. Creativity with strategy is advertising”

Jef Richards (1998).

Advertising pedagogy that combines strategic and creative processes offers the most beneficial of collaborative outcomes. Despite the positive dynamics from collaboration, “advertising educators still struggle with the realities of implementing teamwork in the advertising classroom” (McMillan, 2000, p. 7). Nonetheless, there are clear advantages to collaboration in the classroom, not the least of which is the ability to create an end product that few students could create individually (Ju & Cushman, 1995). Collaborative outcomes, thus, are the rich end products of dynamic teamwork.

Teamwork refers to engaging students in dynamic group processes across a broad continuum, from sharing tasks to functioning as a cohesively integrated unit. Optimally, pedagogical team concepts include collaboration among students, colleagues, and advertising professionals, while intertwining multiple courses across the curriculum.

Focusing on a single case study, this article attempts to articulate ideas emerging from one central research question. What is the value of service learning applied across all aspects of academic work from pedagogy, to scholarship, to service? We attempt to explore interactions between colleagues and advertising professionals and to demonstrate how this service-learning project integrates curricula (pedagogy) while using either internal or external community-based clients (service). Further, we address how service learning can invigorate collaboration among faculty members, among student teams and with advertising professionals, leading to scholarship and professional outcomes.

Specifically, this case study is grounded in the analysis of a service-learning project for the launch of a smoking cessation campaign on a Midwest college campus.

Teamwork Across the Curriculum

Working in teams is common practice for advertising professionals and students alike. Beard (1997) suggests that most advertising educators, especially in campaigns courses, require students to work in teams. Hertz-Lazarowitz (1992) outline four basic types of teams in the academic environment: 1) basic teams, which are oriented toward a single outcome; 2) task-based teams, which are divided up by multiple tasks among subgroups within the team; 3) networked teams, which function both horizontally (broad) and vertically (deep) in their division of labor; and 4) integrated teams, which share information and task orientation as a cohesive unit. Reber et al. (2003, p. 33) refer to the end result of this integrated team approach as “promoting an integrated toolkit.” In course-based teams, Maheady (1998) suggests five advantages for doing collaborative team coursework: 1) to enhance academic achievement; 2) to improve interpersonal relations among team members; 3) to enhance personal and social development; 4) to create a more constructive learning environment; and 5) to increase motivation among students. Student teamwork, while highly fruitful, is only one part of the equation (Bosworth, 1994; Foyle, 1995; Johnson, Johnson, & Smith, 1991; Topping & Ehly, 1998).

Often student groups tend to be homogenous rather than diverse (Reber et al., 2003). Research indicates that groups that are diverse are more successful (Johnson et al., 1991; Reber et al., 2003; Salvin, 1990). McMillan (2000) states that while there is a fair amount of information about college-level teamwork, there is sparse information on

teamwork in professional programs, such as advertising and public relations programs. Further, “there are only limited reports of communications application or of advertising specific uses” (Barnes, 2000, p. 2). New opportunities for teamwork within the advertising curriculum need to be explored.

McMillan does an excellent job of taking educators beyond the “ivory tower” (2000, p. 7). Her work suggests that dynamic team structures, function, and management style are inherent to team success. Reber et al. (2003) offer a new model, a “toolkit,” that focuses specifically on strategic communication or integrated marketing communications (IMC). This model attempts to integrate not only various team styles, but also multiple components of communication. Their model suggests rich possibilities for growth by integrating teamwork across the curriculum. They, among others, suggest that the blending of many facets of integrated marketing—from public relations to advertising to direct mail—offer students the opportunity to gain a broader understanding of how communication tools can be applied in applied professional situations (see Caywood, 1997; Dilenschneider, 1991; Moriarty, 1994).

Pedagogy has evolved from a fairly stagnant classroom lecture structure to engaging students in pedagogical practices, framed by teamwork and based on bringing the advertising professionals and educators into a more dynamic collaborative framework. During the creative revolution of the 1960s, the creative process ruled. Bill Bernbach and his colleagues ushered in the idea of advertising as art, and science took a back seat. Over time advertising found a balance between art and science, as with most trends. This is evident in the evolution of account planning within agencies and more recently within curricula (McMillan, 2000). This shift reflects not only a balanced

approach to creative and research, but it also reflects the growing focus on consumers. To understand consumers and to successfully integrate strategy and creative, “students are required to be versed in a variety of production-based discipline as they practice strategic communication” (Reber et al., 2003, p. 35).

Today, consumers are the focal point of advertisers. Whether the consumer is our student, the client whom we bring into the classroom, or the commercial consumer to whom we target our ads, we can ill afford to ignore those who consume our pedagogy or our professional end products—advertising. Leo Burnett, the man known for bringing the inherent drama to advertising once said, “If you can’t turn yourself into your customer, you probably shouldn’t be in the ad business at all” (1995, p. 26). Understanding consumers is imperative for “all students who aspire to a career in advertising” (Barnes, 2000, p. 4). If we cannot evolve beyond the “ivory tower,” as McMillan (2000) argues, the services we provide will lose their relevance and effectiveness. We will be constrained by our own self-imposed limitations.

Too often students cannot make the connections between our scholarship and its application within the classroom and the professional world. Some argue that academics too often fail to integrate their scholarship into classroom activities (Pasedoes, 2000; Reber et al., 2003). This study helps to illuminate how the work academics do can be reflected in our classroom and in our scholarship. By engaging students in client-based team projects rooted in service learning, educators have the opportunity to bring teaching, research and service to life as an integrated whole.

Service Learning as a Framework

There are many different definitions of service learning. Cohen and Kinsey (1994, p. 4) state that service learning is “learning that combines public service with related academic work.” Tim Stanton, director of Stanford University’s Hass Center for Public Service, describes service learning as “a particular form of experiential education, one that emphasizes for students the accomplishment of tasks which meet human needs in combination with conscious educational growth” (in Salvin, 1990, p. 335). Feminist approaches define service learning as “a useful strategy for challenging the power relationships of traditional pedagogy” (Novek, 1999, p. 231). At its core, the goal of service learning is to demonstrate to “students of importance of understanding others” (Barnes, 2000, p. 6). There are a myriad of definitions and terms ranging from service learning to service marketing and to service advocacy, and given the inexactness of the definition and the multiple applications of the term, we use the term service learning in its broadest sense.

Service learning emerges out of a tradition that was established by Dewey (1927). His goal of education was inextricably linked to the creation of active citizenship (service) within democracy. Educators embracing Dewey’s model generally apply it to “bring their students into direct contact with various types of contemporary social problems and efforts to solve them” (Novek, 1999, p. 231). Thus, service learning provides educators with the opportunity to engage students in contemporary social problems by engaging their newly acquired skill sets while giving “students opportunities to field-test theories” (Novek, 1999, p. 231).

Following in Dewey's footsteps, Palmer (1990) suggests that service learning provides an opportunity for educators to employ multiple ways of knowing and in that sense form an internalized capacity for relatedness. Palmer states, that "the hallmark of the community of truth is in its claim that reality is a web of communal relationships, and we can know reality only by being in community with it" (1998, p. 95). At the heart of Palmer's communal web is pedagogy, and at the heart of pedagogy in community is service. Like Dewey and Palmer, Habermas (in Calhoun, 1992) suggests a strong affinity between community and pedagogy or the structural forums of educational practice. According to Habermas, the essence of community is the public sphere, and the public sphere comes to life through communicative action rooted in educational practices.

How service learning articulates itself in the academic world is contested territory. Some see service learning positively but do not necessarily connect it to scholarship (Cohen & Kinsey, 1994; Novek, 1990; Palmer, 1990). Boyer, on the other hand, sees service as intrinsically linked to scholarship. He champions closing "the gap between values in the academy (traditional scholarship) and the needs of the larger world (service)" (1990, p. 8). Yet, many in the academic world minimize or misunderstand the value of service. The value of "contact with elements of the community they (students) might otherwise never experience" (Barnes, 2000, p. 2) is missed, while the connection between service and scholarship is often muted. Boyer's work suggests that scholarship and service are inseparable when they meet as service learning. The case study examined in this paper suggests that Boyer's proposition has validity.

In practice service learning can be dynamic. The National and Community Service Act of 1990, enacted under George H. Bush, suggests four criteria defining

service learning. First, students act to meet community needs in collaboration with their school and their community. Second, the activity must be integrated into the curriculum to allow for processing time. Third, service learning must provide an opportunity for students to utilize newly acquired skills in their own communities. Fourth, the activities must enhance what it taught in the classroom and foster a sense of caring for others (Cohen & Kinsey, 1994, p. 5).

How then does service learning articulate itself in advertising curriculum? Those who study and teach advertising understand that advertising is a profession. As such, students must engage actively in professional practices if they are to successfully enter their chosen field. Service learning merges well with professional coursework because it provides clear links between the academic curriculum and students' career aspirations. Within advertising education "the goal of service learning is to provide a benefit to the industry that enhances student learning" (Crutsinger, Pookulangara, Tran, & Duncan, 2004). Service learning can move students beyond theoretical concepts toward an integrated experience of professional practices (Granello, 2001). A dynamic service learning framework engages students by integrating active, structured and team-based problem solving experiences (Popamarcos, 2002). For advertising teachers, service learning "simultaneously links students' academic and career goals with service to the community" (Crutsinger et al., 2004, p. 46).

Service learning as an educational model is well documented (Alexander, 2001; Brown, 2000; Morton & Trope, 1996; Papamarcos, 2002; Rehling, 2000; Rudell, 1996; Stevens, 2001). It also contributes to lasting learning (Kohls, 1996); however, there are weaknesses in the service learning model. Corbett and Cushman (1999) suggest that there

is minimal information in the literature on the value of service learning within the communication disciplines. Service learning also runs the risk of becoming discovery of the sentimental; the risk of service learning is that without a contextual framework, service learning can be an exercise in feel-good benevolence (Novek, 1999; Zlotkowski, 1995). Finally, it is incumbent upon academics teaching advertising to guard against “the transformation of liberal arts institution into trade schools. It is important to investigate whether theoretical content goes away in order to turn out products for clients” (Corbett & Cushman, 1999, p.75).

Even with its shortcomings, service learning holds great promise. Rather than telling students what to think and do, educators engaging in service learning generate discussions about how to think by encouraging students to reflect upon the complexities of their social world (Novek, 1999; Sipe, 2001). There is much to be gained through service learning, and “communication educators have been among those singing its praises, convinced of service learning’s potential to more deeply engage students in course material and touting the socially responsible partnership it builds between students and the community in which they live” (Corbett & Cushman, 1999, p. 74). While more research within our discipline needs to be done, service learning clearly provides advertising educators with great possibilities for curriculum enhancement through community service leading to scholarship. The holistic structure of service learning is most surely a framework of great promise.

A Collaborative Case Study of College Students and Anti-smoking Campaigns

This case is framed by collaborative service learning integrating coursework between two classes within the advertising curriculum, concluding with a scholarly

analysis of the project. The specific project was the launch of a campus-wide smoking cessation program through the Center for Health Education and Promotion at a medium size Midwestern university. A clinical health educator for the center (hereafter referred to as the client) was the contact, along with an intern. Collaboration with the client began in a creative class during the fall semester. Students were required to develop a strategy and creative components to launch the program. The collaboration then moved on to a research class in the spring semester. In this class the students analyzed the potential effectiveness and likability of four posters, selected as finalists by the client. Although both classes are required for the major, multiple sections are offered. Consequently, only a few students participated in both of the classes that utilized this service learning project. These students were asked not to share any reflections from the creative class, lest they influence the research process.

The Nature of the Problem

Smoking cessation programs can easily be justified on college campuses as worthy service learning opportunities. Smoking is a health risk for all individuals, but college students are a special group. The transition from high school to college life is stressful for most students, and for many the freedom to make choices facilitates the decision to smoke (Emmons, Wechsler, Dowdall, & Abraham, 1998; Patterson, Lerman, Kkakufmann, Neuner, & Audrian-McGovern, 2004). Some college students experiment with smoking for the first time, while others who were occasional smokers in high school become heavier smokers as college students (Christie-Smith, 1999; Patterson et al., 2004; Schorling, Gutgesell, Klas, Smith, & Keller, 1994). Thirty-three percent of college students currently use tobacco products, 46 percent have done so in the past year, and 60 percent have tried a tobacco product some time in the past (Rigotti, Lee & Wechsler,

2000). Sixty-eight percent of college student smokers have tried to quit smoking at some time (USDHHS, *Youth Risk Behavior Surveillance Report*, 1997). Rigotti et al. (2000) recommend special counter-marketing efforts aimed at college students because they are the youngest legal targets of tobacco industry marketing.

Evaluation of Anti-Smoking Efforts

A number of studies have measured the effectiveness of specific anti-smoking campaigns, particularly those created by the American Legacy Foundation, which was funded by the 1998 Master Settlement Agreement between tobacco manufacturers and attorneys general (Healton, 2001). However, since most of the national anti-smoking campaigns are aimed at preventing teens from starting to smoke, their effectiveness among college students has not been adequately measured.

One of the most visible efforts of the American Legacy Foundation is the “truth” campaign, which is a nationwide counter-marketing effort aimed at 12-17 year olds to prevent them from smoking. Research by Farrelly, Healton, Davis, Messeri, Hersey, and Haviland (2002) notes that ads in the series have attempted to inform youth with stark facts about tobacco and industry marketing practices, using “edgy” youths on the cutting edge of trends, promotional items such as T-shirts and stickers, street marketing, and the truth website located at www.thetruth.com. Thus far, the most effective ad in the series was a television spot that showed teenagers piling up 1200 body bags—equivalent to the daily toll of tobacco—around the New York offices of one of the tobacco companies. “Body Bags” was the most highly rated anti-smoking ad targeted toward teenagers among state-produced ads, including other “truth” ads and ads from the tobacco industry (Healton, 2001).

Anti-smoking messages from the tobacco industry have had mixed results. Farelly et al. (2002) evaluated the effectiveness of the “truth” campaign against Phillip Morris’ “Think. Don’t Smoke” campaign and found that the “truth” campaign generated significant attitude changes concerning the tobacco industry’s efforts to conceal tobacco’s harmful effects whereas the Philip Morris campaign generated favorable feelings toward the tobacco industry. This finding lends support to the assertion that industry campaigns are designed “to buy respectability” instead of preventing youth from smoking (Farelly et al., 2002, p. 906). The researchers further note that many industry campaigns run counter to recommendations made by the Columbia University Tobacco Counter-Advertising Expert Panel, which advises against directives that tell youths not to smoke, convey that smoking is un-cool, or that smoking is for adults only.

One study of college students’ responses to anti-smoking messages in the mass media found that most non-smokers enthusiastically support the campaigns whereas most smokers react with defiance (Wolburg, 2004). In fact, some students said the messages just made them want to light up a cigarette. This finding suggests the need for special initiatives for smokers among college students. A number of universities have already developed their own initiatives to help students quit.

Theoretical Perspectives on Smoking Cessation

Two theoretical approaches offer insights into potentially negative reactions to anti-smoking messages among smokers: the Extended Parallel Process Model (Witte, 1994) and Reactance Theory (Brehm, 1966; Brehm & Brehm, 1981). The EPPM accounts for reactions when people feel at risk, whereas Reactance Theory accounts for reactions when people feel their personal freedom is at stake. The EPPM (Witte, 1994) predicts that when fear is aroused, (e.g., after receiving an anti-smoking message that

emphasizes health risks), smokers either control the danger by monitoring their at-risk behavior (e.g., smoking) or control the fear. Four conditions must be met for smokers to control the danger. They must: 1) feel that the threat is substantial (e.g., that disease or death will be the result of smoking); 2) feel vulnerable (e.g., that disease or death can happen to them); 3) feel capable of changing the behavior that puts them at risk (e.g., quit smoking); and 4) perceive that changing behavior will successfully avert the threat (e.g., that quitting smoking eliminates the risk). People are more likely to try to control behavior when all four conditions are high.

The model also predicts that those who feel some degree of fear but cannot control the danger (e.g., those who smoke but feel incapable of quitting) are likely to try to control the fear. Fear in turn can trigger denial, aggression, defiance, and even the likelihood of riskier behavior.

Psychologists shed further light on responses to certain communication strategies. They predict that “psychological reactance” will occur when individuals believe their personal freedom is being reduced or threatened (Brehm, 1966; Brehm & Brehm, 1981). When people are confronted with their undesirable behavior (e.g., smoking) in treatment situations or told that they must quit, they are likely to become argumentative, assert their personal freedom, and adhere more strongly to the behavior (Miller & Rollnick, 1991).

Based on successful treatment strategies, anti-smoking messages are more likely to be effective if they: 1) express acceptance of the individual; 2) avoid judgment, criticism or blame; 3) help people see the discrepancy between their current behavior and their goals; 4) avoid argumentation or head-to-head confrontations; and 5) support self-efficacy by helping people believe they are capable of quitting (Miller & Rollnick, 1991). College student smokers are not likely to respond well to messages that induce reactance,

such as insulting, judgmental messages, or messages that induce fear control, such as messages with “scare tactics” unless they also build self-efficacy.

Grounded in this knowledge, faculty members in two classes worked with students to develop a smoking cessation program that would be implemented at the university.

Creative Class

Advertising Copywriting is a required course in the advertising sequence at his university. It is also a popular course among students in the public relations sequence and those minoring in advertising. Each section is structured as a lab and the classes are relatively small, with a maximum of 18 students. The focus of the course is copywriting; however strategic planning is a strong focus as it underpins all creative concepting. The instructor always includes an actual client. Previous clients have included the American Red Cross and the local art museum. For each client a mini-campaign is created with a minimum of three creative executions, two of which are determined by the client's requirements and one of which is the students' choosing. All tactical components are based on objectives defined within a strategic plan. The mini-campaign is the final assignment of the course and is formally presented, or pitched, to the client. This case study involves working with the Center for Health Education and Promotion in its efforts to launch a smoking cessation campaign targeting student smokers.

The mini-campaign was assigned before mid-term and was due the last day of class. Students' grades were based on creative execution (50 percent), strategic planning (25 percent) and presentation (25 percent). A brief outline of the problem and objective portion of the assignment follows:

Problem: Smoking among college students is on the rise. This university has a higher than average rate of smokers among its general student population. Young smokers have been hearing anti-smoking messages since junior high, if not earlier. Additionally, cigarettes are one of the addictive drugs available. Research indicates that nicotine is more addictive than heroin. Your problem is two-fold. First, how does the university's SHS reach smokers with resonant messages, considering that these people are inundated with anti-smoking messages? Second, as this is a kick-off campaign for a new program, how will your communications build awareness for the new program?

Objective(s): You need to define this as a part of the assignment. Listen to the client and do your own research. Remember that advertising objectives need to be measurable but are not based on sales. Keep in mind the goals of your client (to build awareness), your target audience (the desire to quit smoking), and your limited budget.

Following the distribution of the assignment, the client came to the class to discuss the details of the campaign launch. Two weeks later the client returned for a question and answer session. The intervening weeks provided time for the students to conduct some preliminary research. Part of the process was to take the basic information provided, expand on it through their own research, and ultimately construct a strategic plan including a situation audit, specific measurable objectives, creative tactics, and executions. The guidelines for creative tactics were as follows.

This is a three-fold campaign:

- A promotional poster.
- A collateral "leave-behind" or brochure, which will provide all pertinent information for students who are considering the new program.
- A final piece, totally up to you. Consider the target audience, your objective(s), your "Big Idea" and your limited budget. Be creative and find a way to get your message out to student smokers and to achieve your objective(s). It's your chance to stand out from the competition and to reach your audience in a creative and effective manner.

Students worked in teams of two or three. To enhance the service learning components and to tie them more tightly to the advertising industry, two advertising

executives (a VP of account services and a creative director) served as professional advisors. The participating agency specialized in health care marketing, which greatly enhanced the students' experience. The executives critiqued the students' work six weeks into the project and again three weeks before it was presented to the client. The timing of the advisory meetings allowed students the opportunity to adjust strategy and creative to more effectively solve the objectives they had developed for the client. Students were also required to turn in the strategic plan at various stages for review by the instructor. Additionally, the instructor was available for consultation throughout the semester. The client was also available to answer questions throughout the course of the project.

Students were expected to create a mini-plans book containing a situation audit, which summarizing their research. The audit included analyses of audience, client, competitive, industry, product/service and channel. The mini-plans book also contained a SWOT analysis, objectives, tactics and samples of creative executions produced in Quark or InDesign. Two mini-plans books were required, one for the instructor and one for the client. One book was returned to the student at the end of the semester for use in their portfolio.

Client presentations took place the last day of class. All creative executions were mounted on boards and presented as part of a pitch, not exceeding seven minutes. All students were required to attend the entire presentation session, thus enabling students to see a broad range of executions. Knowing that the winning campaign would be produced, students agreed ahead of time to work with the client after the conclusion of the course to help implement the campaign.

Today

Signs

Worth It

Words

The client chose four primary winners: Today, Signs, Worth It, and Words.

During the intervening break, the client began to do some preliminary testing of the posters while students anxiously awaited the client's final decision. At this juncture the instructor for the research class began working with the client to facilitate analysis on the effectiveness and likeability of the posters as part of the spring semester research class.

Research Class

Strategic Research in Advertising and Public Relations is a required course for students majoring in either advertising or public relations; thus, each section of the class has students from both majors as well as students minoring in either field. Each section is designed to offer opportunities for students to conduct and interpret basic research. The research assignment for this class was to evaluate ads that communicated anti-smoking messages created by students in an advertising copywriting course during the previous semester and assist the client in selecting the ad for the university's smoking-cessation campaign.

As previously noted, the client chose four “top” ads created by the copywriting class prior to seeking help from the research class. The ads anchored the three-part campaign designed by the creative class and thus were the focus of the research project. None of the four ads used strategies that are likely to generate either reactance or fear control. A quantitative measure was designed to further narrow the field from four to two ads, which was followed with a qualitative study to evaluate the effectiveness of the final two.

The quantitative measure was a short survey that was completed by a convenience sample (the 40 students in the research class) for all four ads. To minimize bias, the students were given only minimal information about their participation in the future campaign, and they completed the survey prior to learning that they would later be testing the effectiveness of the two final ads. A small sample has its drawbacks; however, when given the choice of a small convenience sample and a large random sample, the client chose the convenience sample due to time constraints.

The initial survey questions were the same for both smokers and non-smokers. All respondents rated each ad on the basis of being attention getting, thought provoking, annoying, interesting visually, and persuasive. Semantic differential scales provided bipolar adjectives anchoring each question. Additional survey questions were developed to capture differences between smokers and non-smokers based on research that has demonstrated different responses to anti-smoking messages among smokers and non-smokers (Wolburg, 2004). Non-smokers were asked whether or not the ad reinforces their decision not to smoke, if the ad makes them feel good that they don’t smoke, and if the ad does anything for them in general. In contrast, smokers were asked whether or not the ad

gives hope that it is possible to quit, if the ad really makes them think it's time to quit, and if the ad does anything for them in general (see surveys in Appendix 1 and 2).

Of the four ads tested, statistical analysis of the responses showed that two clearly outperformed the others (e.g., were more attention getting, more thought provoking, etc.). They were: "Words," an ad that lists various excuses smokers give for smoking with the words "Why?" at the top and "Why Not?" at the bottom; and "Worth it," an ad that showed a student in a classroom with his back to the viewer. He is looking at the board and the headline says, "You're worth...2880 minutes of a [university's name] basketball game."

Further analysis demonstrated that "Words" outperformed "Worth it," and the difference was more noticeable for smokers than nonsmokers (see Table 1). Numerical differences were in the desired direction for all questions but were significantly greater for "visually interesting" and "this ad makes me think it's time to quit smoking." Since the proposed campaign should target existing smokers in their efforts to quit smoking rather than non-smokers, the results for "Words" were encouraging. Given the convenience sample, however, the results were taken as preliminary findings to guide the next phase of the research, which was designed to capture more in-depth evaluations.

Each of the 40 students in the class was given a color copy of the two ads and was assigned to interview two students (a smoker and non-smoker), for a total of 80 participants. Student interviewers did not know the final results of the statistical analysis to minimize bias as they entered the interview phase. Students were taught how to conduct the interviews during class lectures, and they submitted their findings in a graded assignment. Patterns were identified from the participants' responses, in addition to a

general perception of the ad's effectiveness. Data from the interviews generally supported the findings from the surveys. Among 40 smokers, 26 found "Words" to be the more effective ad versus five who preferred "Worth it" and nine who saw little difference between the two. Among the 40 non-smokers, evaluations were fairly evenly split. Sixteen responded favorably to "Worth it," 13 responded favorably to "Words," and 11 students found little difference between the two ads. "Words" was valued for its ability to resonate with smokers using an honest, real approach, though occasionally was criticized for having too much text. "Worth it" was valued for its positive message but criticized by a large number of students who found it unclear in meaning, "lame," and too generic. The following quotes show examples of typical comments made by student participants.

Positive comments about "Words"

- "I feel a pang of guilt because all the excuses remind me of ones I use."
- "It triggers something in me because I have used those excuses before."
- "I kinda like this one because I've said most of the things on here. It's kind of like I feel very sheepish about my smoking...The ad's making fun of the dumb reasons why I smoke and is calling me on it."
- "Great. Awesome. You need to tell the people that created this ad that they really understand smoking. The ad calls it like it is. It's dead on."

Negative comments about "Words"

- "If I walk down a hallway or street, I would not take the time to read it."
- "Most of these are just bad excuses real smokers wouldn't use."

Positive comments about "Worth it"

- "This ad is encouraging and makes me feel that I am worth something."
- "It puts it on a more positive note and doesn't place blame on anyone. It's more personal and easier to read."
- "The ad is better...at least it is a little persuasive because it is saying that you're worth something. I don't think that many people would get it unless they relate to what ever is below the 'You're worth' part."
- "It is totally straightforward in its intent. The ad makes me feel important."

Negative comments about “Worth it”

- “What’s the 2,880?” “Is this the number of minutes in a basketball game or the number of minutes cut off a person’s life by smoking?”
- “I’m worth what? I don’t get this ad. It’s too cheesy. Too ‘feel good’ with no depth.”
- “This is stupid. It doesn’t affect me at all. I don’t do basketball.”
- “Powerless and lame. Smoking has nothing to do with watching basketball.”

Results from the survey and interviews supported the choice of “Words” for the smoking cessation campaign. Although the “Worth it” campaign had some supporters, they were generally non-smokers. “Words” resonated much better among smokers and was much clearer in its meaning. Copyright concerns emerged with “Worth it,” which delivered the final blow. Of interest is the fact that “Words” was created by two students who smoke, whereas “Worth it” was created by non-smokers.

One final class period was devoted to debriefing the students to give them the results of the in-class survey and a summary of the qualitative phase. Students were interested in knowing how their survey responses compared to those of other students, and they were curious to know how their participants’ comments fit in with the overall conclusions. Most were pleased to be working on a “real” campaign targeted to them that would be launched the following year. The client gratefully accepted the recommendations of the research class and launched the campaign using the chosen ad. Follow-up ads created by the same team of students are planned for future phases of the campaign.

Discussion

We close by returning to the central research question: what is the value of service learning applied across all aspects of academic work from pedagogy to scholarship and to service? We respond by noting that the value is a more cohesive integration of teaching,

scholarship, and service, which benefits all participants including students, faculty, and clients. Furthermore, we show how Maheady's (1998) five benefits of course-based teamwork apply within an advertising curriculum. First, achievement was enhanced by the client based project, which led directly to the creation of portfolio pieces and the production of actual ads. Second, the very nature of working with a client in a team environment and across courses helped students improve their interpersonal relations. Third, the cross-course collaboration deepened and enhanced social skills beyond that of a single-course team experience, particularly for those who tracked the entire development of the campaign. Fourth, the service-learning experience created a constructive environment for learning that produced a desirable outcome—ads that were part of a real campaign that had social value, given their potential to make a difference in the health of fellow students. Fifth and last, the experience increased the students' motivation to participate because it simulated the competitive nature of the professional world.

McMillan (2000) and Barnes (2000) rightly argued that there is sparse information about college-level teamwork or service learning in the literature. McMillan (2000) further states that advertising educators struggle with implementing teamwork in their classrooms. One goal of this study was to partially fill the void in the literature and to provide concrete ways for implementing service learning based teamwork across the advertising curriculum. Another goal was to sharpen the focus on consumers, which reflects a strong industry trend but also, as Barnes (2000) suggests, a consumer focus can involve students with the community while engaging them in a collaborative professional experience. One final goal was to enhance students' understanding of the

interdependence between the academy and the professional world, given the difficulty students have in making the connections between the classroom and the professional world (Pasedoes, 2000; Reber et al., 2003). Taking this collaboration to the next level with the addition of scholarship helped achieve that goal.

Dewey's (1927) model comes to life in this case study because it brings students into contact with a salient social issue. Thus, this case illustrates the creation of active citizenship at work. Working with a client that serves the community is also at the heart of Palmer's (1998) community service ideal. This case study illuminates how all aspects of our academic life—from pedagogy to service to scholarship—come together for the greater good of the community. This the essence of service learning

The pedagogical component demonstrates how students might utilize their new “tool kit” through practical application with an actual client (Reber et al., 2003). The service component comes to life through the interaction with the community-based client. Scholarship is woven throughout all parts of the process, as research findings guide the creative strategy of the campaign, and research methods are utilized to select the finalist for the campaign—not unlike a new client pitch. Finally, the dissemination of information about this case study extends scholarship beyond the boundaries of the classroom. These integrative processes allow students to see the connections between all three components—pedagogy, service and scholarship—as they merge into a holistic, process-based, professional outcome.

Looking back at the process, the authors offer some reflections. As for timing we suggest two alternatives: 1) running the courses concurrently; and 2) layering the creative class between two research classes, spanning three semesters in total. Running the classes

concurrently provides an opportunity to simulate the highly collaborative account planning experience by more actively integrating the classes. In contrast, layering the creative classes between two research classes allows the first class to conduct more in-depth diagnostic research while the second class conducts more extensive evaluative research.

In reviewing our case we also noticed another research opportunity. It was apparent that smokers and non-smokers approached their creative work in subtly different fashions. Having the creative teams self-identify any experiences or biases related to the product or service, such as being a smoker or non-smoker, could provide some potentially interesting insights for analyzing the creative process and its outcomes. Similarly, conducting some type of assessment, focus groups, in-depth interviews or surveys, among students might have provided information about how the students themselves experienced the service learning project.

Clearly, there is great value in collaboration that integrates teaching, service and research. Rich, integrative, pedagogical experiences while working with community-based clients allows students to see their newly acquired skills come to life. Working with actual clients, whether from within the university or the greater community, offers students the opportunity to experience applied professional problems and solutions, as well as seeing the results of their labors implemented. Students can also tangibly experience how their work makes a difference in the world. Finally, service learning offers students the opportunity to enter the job market with client-driven professional projects in their portfolios.

Service learning is not just about teaching and service, as this case so aptly illustrates. As Boyer suggests, service learning offers the potential for rich collaboration. It is, he suggests, a chance to “close the gap between values in the academy and the needs of the larger world” (1990, p. 8). Indeed, teaching, service, and scholarship can find a home through broad and deep collaboration, inside and outside of the ivory tower.

Appendix 1

Survey questions for students who smoke

Please rate this ad for the following characteristics. Put an X in the space that best fits your response.

1. I find this ad:

very attention getting _____ not attention getting at all
 very thought provoking _____ not thought provoking at all
 very annoying _____ not annoying at all
 very interesting visually _____ not interesting at all visually
 very persuasive _____ not persuasive at all

2. To what extent do you wish to quit smoking at this time in your life?

very much _____ not at all

Please indicate whether you agree or disagree with the following statements by circling the answer that best fits your beliefs.

3. This ad gives me hope that it is possible to quit.

1	2	3	4	5
strongly	agree	neutral	disagree	strongly
agree				disagree

4. This ad really makes me think it's time to quit smoking.

1	2	3	4	5
strongly	agree	neutral	disagree	strongly
agree				disagree

5. This ad does nothing for me.

1	2	3	4	5
strongly	agree	neutral	disagree	strongly
agree				disagree

Appendix 2

Survey questions for students who don't smoke

Please rate this ad for the following characteristics. Put an X in the space that best fits your response.

1. I find this ad:

very attention getting _____ not attention getting at all
 very thought provoking _____ not thought provoking at all
 very annoying _____ not annoying at all
 very interesting visually _____ not interesting at all visually
 very persuasive _____ not persuasive at all

Please indicate whether you agree or disagree with the following statements by circling the answer that best fits your beliefs.

2. This ad reinforces my decision not to smoke.

1	2	3	4	5
strongly	agree	neutral	disagree	strongly
agree				disagree

3. This ad makes me feel good that I don't smoke.

1	2	3	4	5
strongly	agree	neutral	disagree	strongly
agree				disagree

4. This ad does nothing for me.

1	2	3	4	5
strongly	agree	neutral	disagree	strongly
agree				disagree

Table 1		
Results of Survey Questions among Smokers and Nonsmokers		
Smokers: Semantic Differential Scale Questions (mean scores 1=low, 7=high)		
	Words	Worth it
Attention Getting	4.37	4.12
Thought Provoking	4.75	3.62
Annoying	2.13	2.88
Visually Interesting	5.00	3.25*
Persuasive	3.75	2.37
Wish to Quit	3.87	3.87
Smokers: Likert Scale Questions (1=low, 5=high)		
	Words	Worth it
Possible to Quit	2.25	1.87
Time to Quit	3.12	2.25*
Does Nothing	2.25	3.00
Non-Smokers: Semantic Differential Scale Questions (mean scores 1=low, 7=high)		
	Words	Worth it
Attention Getting	4.48	4.41
Thought Provoking	4.28	3.86
Annoying	2.69	2.96
Visually Interesting	4.31	4.10
Persuasive	3.45	3.14
Non-Smokers: Likert Scale Questions (1=low, 5=high)		
	Words	Worth it
Reinforces my decision	2.69	2.36
Feel good that I don't smoke	2.66	2.46
Does Nothing	2.55	2.79

* indicates significance $p < .05$

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