

MyMathLab®

EDUCATOR TESTIMONIAL UNIVERSITY OF PORTSMOUTH

COURSE: 270 1st year students who are taking a double credited unit on programming and mathematics.

USED SINCE: 2014

SUMMARY: The University of Portsmouth decided to use MyMathLab with their 1st year programming and mathematics students because they needed to provide support to less experienced students, while challenging the more experienced ones.

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contributed to the students' final marks and were time limited. We also used MyMathLab for the final (longer) assessment.

What outcomes/benefits/results have you seen from using MyMathLab?

Students liked the ability to work on the material when and where they wanted to.

Students have appreciated the additional support available online. When they have attended taught sessions they have already attempted the material in MyMathLab and are therefore prepared to ask questions.

What challenge or problem did you hope MyMathLab would solve?

We wanted to provide students with an environment where they could build up their experience without feeling embarrassed by making simple mistakes.

There is a large variation of experience in the cohort and we needed a solution that provided full support to those students who were less experienced, but also provided challenges for the more experienced students. This is a subject that students have found difficult in the past so we are keen to find as many avenues of support as possible to help our students succeed.

How do you use MyMathLab with your students?

We set up multiple tests and quizzes and outlined the sections of the book that needed to be studied. The quizzes were set up so that the students could attempt them as many times as they needed. The quizzes also had the full range of support available to students as they worked through the questions. The tests



I have found the system to be very easy to use.



Other comments?

I have found the system to be very easy to use. The questions and the metrics associated with them have saved a lot of development time and enabled the course team to focus on individual support for students rather than developing materials.

