Introduction to Marketing is taught by Brian Vendramin, who has been teaching at Cambrian for 28 years. In 2014, he was recipient of the college's President's Award for Excellence, which is presented annually to a faculty member who has gone above and beyond in achieving professional goals and inspiring peers to set and achieve the highest standards in the classroom.

Vendramin began using MyMarketingLab in fall 2014. Although already using an online homework system, he sought new resources and a new textbook to both engage students and help him offer the best possible classroom and digital experiences. Vendramin appreciates the variety of exercises provided by MyMarketingLab and that it offers students the opportunity to repeat lab assignments, thereby reinforcing lecture topics and discussions.

Vendramin received full support for this pilot from Orville Andrews, an instructional design technologist at Cambrian.

Implementation

Students are required to read an assignment from the textbook before each lecture. Vendramin begins every lecture with a review of current events related to recently covered or soon to be covered content. Via these news and video stories, he illustrates the marketing concepts students are learning in class.

Students complete required MyMarketingLab assignments for each of the nine chapters covered in the course. Each assignment includes 40–50 questions: students watch a video, answer five questions pertaining to the video, and finish the assignment with Decision-Making Simulation questions, multiple-choice questions on other chapter material, and other application-type questions. Students are allowed three attempts at each assignment; the final score is the average of the three attempts. MyMarketingLab assignments are due the Sunday after lecture, which enables students to work on them all week.
Results and Data

Tables 1 and 2 show a relationship between average MyMarketingLab scores and average exam grades and final course grades. Students who earn higher MyMarketingLab scores achieved higher average exam and final course grades, signifying that in Vendramin’s implementation, MyMarketingLab may be a way for students to identify success on future course assessments.

In addition, Vendramin examined the relationship between the number of MyMarketingLab assignments skipped and exam grades. Exam grades were an average of 10 percent higher for those students who completed most MyMarketingLab assignments (skipped no or one assignments) compared to students who skipped two or more assignments (Figure 1). Exam grades for students who completed all the assignments were an average of 13 percent higher than grades for students who skipped assignments.

### Table 1. Comparison of Average Exam Letter Grades and MyMarketingLab Homework Scores, Fall 2014 (n = 81)

<table>
<thead>
<tr>
<th>Average Exam Grade</th>
<th>Average MyMarketingLab Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>81%</td>
</tr>
<tr>
<td>B</td>
<td>67%</td>
</tr>
<tr>
<td>C</td>
<td>64%</td>
</tr>
<tr>
<td>D</td>
<td>48%</td>
</tr>
<tr>
<td>F</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Table 2. Comparison of Final Course Letter Grades and MyMarketingLab Homework Scores, Fall 2014 (n = 81)

<table>
<thead>
<tr>
<th>Final Course Grade</th>
<th>Average MyMarketingLab Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>83%</td>
</tr>
<tr>
<td>B</td>
<td>76%</td>
</tr>
<tr>
<td>C</td>
<td>60%</td>
</tr>
<tr>
<td>D</td>
<td>49%</td>
</tr>
<tr>
<td>F</td>
<td>32%</td>
</tr>
</tbody>
</table>

### Assessments

- **75 percent** Exams (three)
- **25 percent** MyMarketingLab assignments

Cambrian College adheres to the Canadian grading scheme:
- A = 80–100 percent
- B = 70–79 percent
- C = 60–69 percent
- D = 50–59 percent
- F = 0–49 percent

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**Professor Vendramin appreciates the variety of exercises provided by MyMarketingLab and that it offers students the opportunity to repeat lab assignments, thereby reinforcing lecture topics and discussions.**
at least one assignment. Also, the Pearson correlation, $r = -0.3$, is a moderate negative correlation indicating an inverse relationship between the number of assignments skipped and the total number of exam points earned. In other words, the more homework a student skipped, the lower the total number of exam points that student earned.

1 Average number of skipped assignments
36% Percentage of students who skipped one assignment.
19% Percentage of students who skipped more than one assignment.

A t-test analysis shows a statistically significant difference between the mean number of total points earned on all exams for the group of students who completed all assignments ($n = 44$, mean = 54.41) and those that did not ($n = 37$, mean = 50.07), where the p value < .001.

A comparison of both average exam grades and final course grades before and after implementation of MyMarketingLab indicates that both metrics showed improvement, with average exam grades improving five percentage points overall (Figure 2).

- The percentage of students earning an average exam grade of A increased seven percentage points from fall 2013 to fall 2014 (from 12 percent to 19 percent).
- The percentage of students earning an average exam grade of D or F decreased 22 percentage points from fall 2013 to fall 2014 (from 31 percent to 9 percent).

In addition, the percentage of students who showed mastery of course content (earned an A, B, or C) increased eight percentage points in 2014; and the percentage of students who earned a D or F decreased eight percentage points (Figure 3).
The Student Experience
In a fall 2014 end-of-semester survey, the majority of students indicated that they believe MyMarketingLab is beneficial to their learning.

76% Agree or strongly agree that their understanding of the course material increased as a result of using MyMarketingLab.

75% Agree or strongly agree that the use of MyMarketingLab positively impacted their quiz and exam scores.

Students were asked what they liked best about using MyMarketingLab. Their replies include the following:

“I liked the mini case studies. They really got me thinking and were interesting to answer.”

“Each MyMarketingLab assignment focused on all areas of the textbook chapter and helped me to better understand the chapter. Doing homework gave me a better understanding of the material taught in class. I would definitely recommend MyMarketingLab for future courses.”

“I liked the MyMarketingLab assignments the best. The questions challenged my knowledge, showed where I needed to improve, and prepared me for exams.”

“I liked the chapter quizzes. They kept me on track and refreshed the material in my mind for the exams.”

Conclusion
MyMarketingLab helps Vendramin create a course that incorporates an interactive and engaging online component that in turn helps students review and apply the concepts taught in lecture. Specifically, the program’s videos and simulations enable students to practice course content in real-world environments, making the course both more interesting and more practical. In addition, the inclusion of mini case studies and gaming exercises illustrates marketing concepts in action.

Student survey comments are positive, focusing on the accessibility, convenience, and fun of learning marketing with MyMarketingLab.

Future plans include moving toward a fuller implementation of the flipped classroom model and adding more activities, such as Chapter Warm-ups (practice quizzes) and posttests.