

MyManagementLab

School Name Oakton Community College, Des Plaines, IL

Course Name Introduction to Global Studies

Course Format Lecture, flipped

Key Results Students who earned higher MyManagementLab homework scores also earned higher average exam scores. In addition, data indicate very strong positive correlations between average MyManagementLab homework scores and average exam scores, as well as between average MyManagementLab video quiz scores and average MyManagementLab Simulation scores.

Submitted by

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Course materials

MyManagementLab and *International Business: The Challenges of Globalization*, Wild and Wild

Setting

Oakton Community College is a two-year community college serving Chicago's North Shore suburbs. From campuses in Des Plaines and Skokie, the college offers associate's degree programs and noncredit courses to more than 11,000 students per year. Fifty-five percent of the school's students are between the ages of 18 and 24, 73 percent attend part time, and approximately 50 percent are from minority backgrounds.

Introduction to Global Business is a one-semester, three-credit course open to all students, but of most interest to those seeking additional business electives. The course offers students a solid foundation for further global business studies. Topics include current world trade activities and practices, government aids, and barriers to trade. Also covered are economic, geographic, political, and transportation issues, cultural differences affecting trade and traffic, and the documentation, financing, and marketing of international business.

Challenges and Goals

Final course grades in Associate Professor Lisa Cherivtch's Introduction to Global Business course were lower than she desired. Having previously used MyBizLab in another course, she was familiar with the range of pre- and post-lecture activities available in the MyLab programs and sought a similar digital product to encourage greater student engagement with her course content. She implemented MyManagementLab in 2010.

Implementation

Students perform the following activities in MyManagementLab before each lecture:

- Read a textbook chapter.
- View a video exercise and answer the five questions that follow it.
- Complete a simulation and take a 10 question quiz.

To promote increased exposure to the material, greater opportunities for practice, and to support lecture activities and group work, Cherivtch offers credit for completed homework. In addition, students are allowed multiple attempts and are not penalized for incorrect responses. Accurate scores are managed in the MyManagementLab gradebook, which in turn facilitated the data analyses on the following pages.

Assessments outside of MyManagementLab include four exams, two case studies, and in-class mini projects. For an international element, Cherivtch has her students collaborate with students in Austria on a project regarding global issues in the work environment, such as time zones, working via the Internet, and partnering in groups while working remotely.

Late assignments are assessed penalties: 10 percent for up to 12 hours late, 25 percent for up to 24 hours late, and so forth. No work is accepted more than 72 hours past the deadline.

Assessments

33 percent	Exams (four)
20 percent	In-class activities (mini projects)
16 percent	Training project
12 percent	MyManagementLab video quizzes (15)
11 percent	MyManagementLab simulation quizzes (seven)
8 percent	Case studies (two)

Students who skipped three or fewer homework assignments earned an average of eight percent (six percentage points) higher exam grades than did students who skipped four or more homework assignments—the letter grade difference between a B and a C.

Results and Data

Figure 1 shows that those students who earned higher MyManagementLab homework scores generally earned higher average exam grades. Students who earned A exam averages scored an average of 93 percent on their MyManagementLab homework. Similarly, students who earned D exam averages scored an average of 67 percent on their MyManagementLab homework.

MyManagementLab homework completion rates were analyzed to determine if a relationship exists between completion and exam grades. Figure 2 shows that students who skipped three or fewer homework assignments earned an average of eight percent (six percentage points) higher exam grades than did students who skipped four or more homework assignments—the letter grade difference between a B and a C.

- 3.7** Average number of skipped assignments
- 84%** Average exam score for students who did not skip any assignments
- 74%** Average exam score for students who skipped at least one assignment
- 67%** Average MyManagementLab score for students who earning an exam average of D or F
- 65%** Percentage of students who skipped at least one homework assignment

Figure 3 shows the correlation between average MyManagementLab Video Exercise scores and average MyManagementLab Simulation Exercise scores: a very strong positive correlation exists where $r = .84$ and p value $< .001$. Similarly, a strong positive correlation exists between MyManagementLab homework scores and average exam grades, where $r = .54$ and p value $= .01$ (Figure 4). These results suggest that MyManagementLab scores may help students identify where they stand in terms of exam and overall course success, and may help instructors identify students who are struggling and at risk of poor overall course performance.

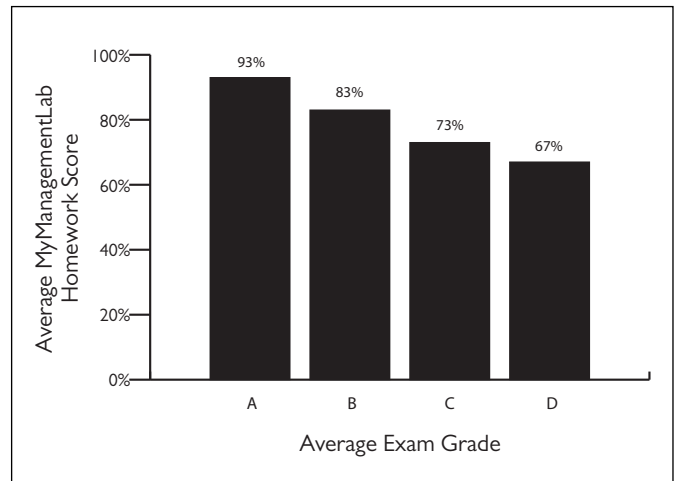


Figure 1. Relationship between MyManagementLab Homework Scores and Average Exam Grades, Fall 2014 ($n = 20$)

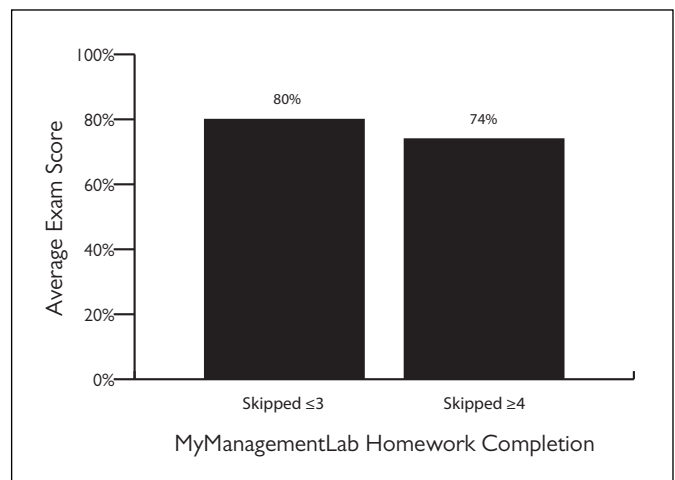


Figure 2. Relationship between MyManagementLab Homework Completion and Average Exam Scores, Fall 2014 ($n = 20$)

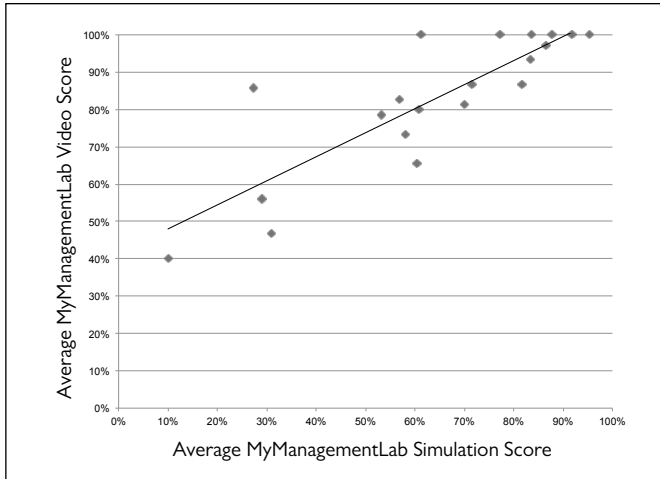


Figure 3. Correlation between Average MyManagementLab Video Assignment Scores and Average MyManagementLab Simulation Assignment Scores, Fall 2014 (n = 20)

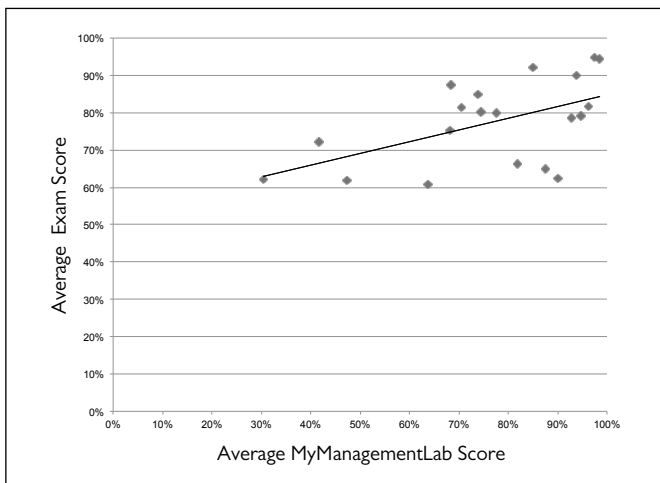


Figure 4. Correlation between Average MyManagementLab Homework Scores and Average Exam Scores, Fall 2014 (n = 20)

The Student Experience

Responses from a fall 2014 end-of-semester student survey indicate that the majority of students recognize the value of MyManagementLab.

64% of participating students said they would recommend MyManagementLab for courses in which it is available.

On the same survey, when asked what they liked best about MyManagementLab, student answers included the following:

“It had good video presentations and was very straightforward.”

“It grades everything right away instead of having the professor take a week or more to get it graded.”

“It is very easy to use and simple.”

“The idea of doing homework online was interesting to me.”

Conclusion

MyManagementLab provides a variety of benefits to both Cherivtch and her students. Because she comes from an industry background, Cherivtch knows first-hand the value of exposing students to real-world situations. By bringing the world of international business into the classroom, the program enables Cherivtch to be more than just a lecturer—she can share and extend her rich experience in business with her students and involve them in real-world decision-making and critical-thinking processes. Now that students learn core concepts via MyManagementLab before lecture, Cherivtch reports that she needs only 35–40 minutes for traditional lecturing and can spend the remaining time on creative, interactive, and group activities.

Cherivtch also reports that her students come to class more informed since she implemented MyManagementLab and a flipped classroom approach, that the quality of their questions is more advanced, and that student engagement has improved. MyManagementLab’s rich media elements facilitate the quick and easy incorporation of new activities and lecture add-ons.

Future plans include the possibility of incorporating the newest components of MyManagementLab to homework assignments.