

MyMarketingLab

School Name Ohio University, Zanesville, OH

Course Name Marketing Principles

Course Format Flipped, lecture

Key Results

Data for this course indicate a strong positive correlation between MyMarketingLab homework grades and MyMarketingLab chapter quiz grades. Students who completed more than the average number of MyMarketingLab homework assignments had average exam grades four percentage points higher than students who skipped more than two MyMarketingLab homework assignments.

Submitted by

Darci Wagner, Lecturer

Course materials

MyMarketingLab and *Marketing: An Introduction*, Kotler

Setting

Ohio University Zanesville (OU Zanesville) is a regional campus of the public Ohio University. Set in Appalachian Ohio, the Zanesville campus serves approximately 2,000 commuter students who seek associate and bachelor's degrees. The average student age is 30, 56 percent of students are part-time, 71 percent are female, 86 percent receive need-based financial aid, and 99 percent are from Ohio.

Marketing Principles is a one-semester, three-credit course with small sections of approximately 24 students, and is required of Health Services Administration majors and some Applied Management majors. The course is a critical study of the field of marketing institutions and functions with an emphasis on problems and practices in marketing. It presents the development and present status of the marketing system in the United States. Course learning objectives include:

- Understanding the integration of product, price, promotion, and distribution activities;
- Ability to research and analyze markets, environments, competition, and customers;
- Comprehension of market segmentation and selection of target markets;
- Awareness of consumer behavior and perspectives.

Challenges and Goals

In 2013, Darci Wagner decided to incorporate meaningful technology into her Principles of Marketing course to eliminate

paper and pencil student work and to make grading easier. She also wanted the digital component of her course to engage students with material in a variety of formats—visually, verbally, logically, and hands-on. Because students have grown up using technology, Wagner believes they are generally excited to incorporate it into their learning. MyMarketingLab offered Wagner video, simulation, and writing exercises to accompany the more traditional multiple choice content assignments, allowing her to create diverse assignments and assessments that address the variation in student learning styles.

Implementation

Wagner now requires MyMarketingLab in her course; students use the program for pre-lecture content awareness and post-lecture homework. Because student use of the program is primarily outside of class for homework, MyMarketingLab usage is self-paced with due dates, and students typically use their personal computer to complete their work. Wagner expects that her students spend about two hours per chapter in MyMarketingLab, working on homework assignments and writing assessments.

Students meet twice a week in class for 80 minutes each day:

- The first weekly meeting is for lecture, during which Wagner reviews the chapter content, focusing on core topics and concepts that are the most challenging.
- The second weekly meeting is for activities; students work through a simulation in groups of three or four. Simulations are branching and decision-making exercises that put students in the role of a business manager faced with realistic business challenges. The simulations change and branch based on the decisions that students make, providing a variety of scenarios. This initial part of the simulation exercise takes about 30 minutes. The class then reviews the simulation as a group—encouraging debate and dis-

Wagner believes that using MyMarketingLab for required work ahead of her lecture has led to a notable increase in student engagement and participation in class, particularly on activity days when student participation is imperative to the success of the format.

cussion—which often creates an interactive and friendly competitive environment where students learn from and share with their peers.

- If time permits on the activity day, short two-page case studies from the textbook are also used in class to present a real world application perspective and to foster critical thinking and decision making.

Wagner’s course typically follows this weekly format:

- Read the appropriate chapter in the textbook.
- Pre-lecture: MyMarketingLab chapter warm-up quiz
- Lecture Day 1: Review of chapter content
- Activity Day 2: Simulation and group work
- Post-lecture: MyMarketingLab video exercises and writing assignment homework

Chapter warm-up quizzes are a temperature check to see if students are reading the material in the textbook and understanding the concepts. Wagner has her students complete these quizzes before the lecture so that they are familiar with the material before she discusses it in depth. Each quiz has 25 questions and students have two attempts at completion; the second attempt is recorded as the final score in the gradebook.

MyMarketingLab homework assignments consist of both video exercises and writing assignments. Video exercises engage students with the content and help them see the material in action through the use of real businesses and mini-cases. Each three-to nine-minute video is accompanied by five questions, and each quiz is worth 10 points.

Writing assignments tie the chapter content together, assess concept mastery, and play a key role in helping students develop critical thinking and analytical skills needed for success. Wagner uses the assisted-graded end-of-chapter writing assignments in MyMarketingLab. The writing assignments assess student understanding of key learning objectives. Each assignment has a grading rubric that Wagner customizes to include the same five key issues for every chapter: Development of ideas, organization, convention, voice, and focus and coherence. The assignments are hand-graded by Wagner, but the process is quicker because of the Writing Space dashboard and organized rubric.

Wagner implements the writing assignments to “encourage writing skills in a generation that is moving away from written communication toward communication through technology.” The writing assignments in MyMarketingLab help her gauge where students are currently with their writing ability and focus on strengthening their skills. The writing exercise is the final assignment for the chapter so students can synthesize and express what they learned from the chapter content.

Two midterm exams and a final exam, covering four chapters each, constitute the summative assessments for Wagner’s course. Exams are given face-to-face and have 60 multiple choice questions worth one point each (15 per chapter) and four short answer questions worth 10 points each (one per chapter). Students have 90 minutes for each exam. Makeup exams are allowed if scheduled with instructor approval before the original exam date and time.

A group assignment is also part of the final grade; after Chapter 4, students are placed in small groups to work on an applied project together based on concepts from Chapters 1–4. They create a written group paper, give a group oral presentation, and a portion of their grade is based on peer evaluations.

Assessments

42 percent	MyMarketingLab homework assignments: Video exercises (12) Writing assignments (12)
23 percent	Midterm exams (2)
14 percent	MyMarketingLab chapter quizzes (12)
12 percent	Final exam
9 percent	Group presentations (oral, written, peer)

Results and Data

Both MyMarketingLab chapter quiz and homework completion rates were analyzed to determine if a relationship exists between chapter quiz completion and average homework grades (Figure 1), as well as homework completion rates and average exam scores (Figure 2). Students were placed into two groups based on the average number of skipped chapter quizzes (Figure 1) and skipped homework assignments (Figure 2).

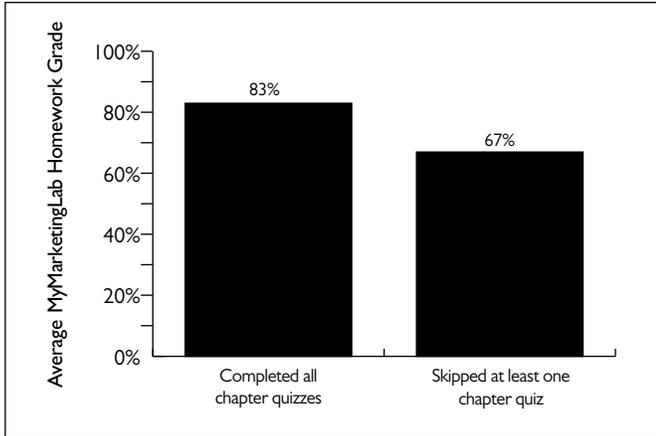


Figure 1. Relationship between MyMarketingLab Quiz Completion Rates and Average MyMarketingLab Homework Grades, Spring 2015 (N= 21 total, n = 15 completed all, n = 6 skipped at least one)

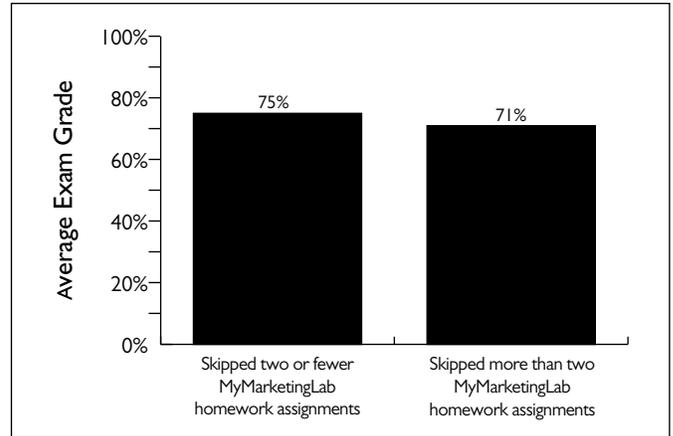


Figure 2. Relationship between Average MyMarketingLab Homework Completion Rates and Average Exam Grades, Spring 2015 (N= 21 total, n = 13 skipped two or fewer, n = 8 skipped more than two)

Homework assignments are defined as video quizzes and writing assignments. Students who completed more than the average number of skipped quizzes or skipped assignments earned substantially higher average homework and exam grades.

- Average number of chapter quizzes skipped: .5
- Average number of homework assignments skipped: 3
- Students who completed all chapter quizzes had average homework grades 16 percentage points higher than students who skipped at least one MyMarketingLab chapter quiz.
- Students who skipped two or fewer MyMarketingLab homework assignments had average exam grades four percentage points higher than students who skipped three or more MyMarketingLab Homework assignments.
- Seventy-one percent of students (n = 15) completed all MyMarketingLab chapter quizzes.
- Nineteen percent of students (n = 4) completed all MyMarketingLab homework assignments.

Figure 3 is a correlation graph; correlations do not imply causation but instead measure the strength of a relationship between two variables. The corresponding *p*-value measures the statistical significance/strength of this evidence (the correlation), where a *p*-value <.01 confirms the existence of a positive correlation between these two variables.

- Average MyMarketingLab homework scores and average MyMarketingLab quiz grades had a very strong positive correlation where $r = .79$ and p -value < .01.

For students, the formative MyMarketingLab homework grades may help them identify where they are in terms of successfully completing the more summative quiz and exam assessments (additional research is needed to develop and test this concept further). As a best practice, MyMarketingLab is intended to help Wagner identify students early on who are struggling and might be at risk of poor exam or overall course performance.

Two students did not complete the course; one withdrew failing, and one withdrew passing. Because they did not take the final exam, their data was removed from this analysis.

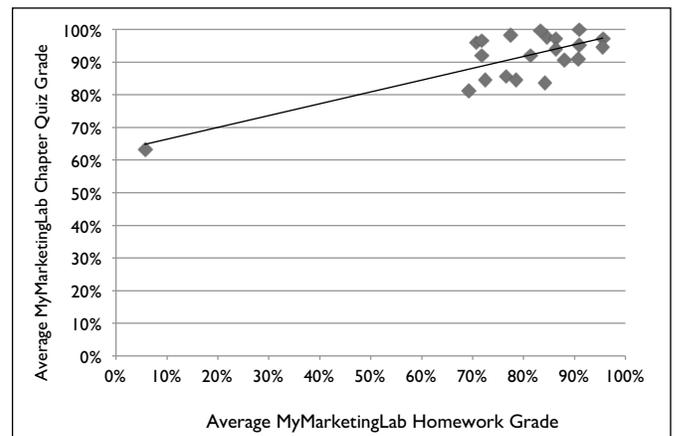


Figure 3. Correlation between Average MyMarketingLab Homework Grade and Average MyMarketingLab Quiz Grade, Spring 2015 (n = 21)

The Student Experience

Responses to Wagner's voluntary spring 2015 end of semester survey (57 percent total response rate) indicate that the majority of responding students recognize the value of MyMarketingLab. Of those students who participated in the survey:

- 92%** Agree or strongly agree that their understanding of the course material increased as a result of using MyMarketingLab.
- 75%** Agree or strongly agree that using MyMarketingLab provided additional resources that helped them learn more than they would have from more traditional pencil and paper homework.
- 73%** Agree or strongly agree that the use of MyMarketingLab positively impacted their quiz and exam scores.
- 83%** Agree or strongly agree that they would recommend use of MyMarketingLab to another student.
- 67%** Agree or strongly agree that the use of Writing Space within MyMarketingLab for written assignments provided them with an opportunity to improve my writing skills.

In the same survey, when asked what they liked most about MyMarketingLab, student comments included:

"I like that I can do the Homework when I want and in the comfort of my home."

"Quizzes prepared me for the exams."

"The MyLab program is very easy to navigate and to use. The options that it provides make the resources very available. It's really nice to be able to flip between assignments and the book."

"The calendar on the class's home page that lets me know of upcoming assignments."

Conclusion

Wagner believes that using MyMarketingLab for required work ahead of her lecture has led to a notable increase in student engagement and participation in class, particularly on activity days when student participation is imperative to the success of the format. The pre-lecture warm-up quizzes enabled her to restructure her course as a partially flipped classroom, making both lecture and activity day as interactive as possible. The pre-lecture work makes students accountable for their learning by having them invest time in learning the basics, leaving lecture time open for Wagner to cover those topics students find most challenging to understand. Additionally, the grading rubric for the writing assignments streamlines the time Wagner spends hand-grading and helps students develop their decision-making and critical thinking skills in a format that more closely resembles the kind of work they may be asked to do upon graduation.

Implementation and results case studies share actual implementation practices and evaluate possible relationships between program implementation and student performance. The findings are not meant to imply causality or generalizability within or beyond these instances. Rather, they can begin to provide informed considerations for implementation and adaptation decisions in other user contexts. For this case study, mixed-methods designs were applied, and the data collected included qualitative data from interviews, quantitative program usage analytics, and performance data. Open-ended interviews were used to guide data collection.