

MyMarketingLab

School Name [Purdue University, West Lafayette, IN](#)

Course Name [Introduction to Marketing Analysis](#)

Course Format [Flipped, limited lecture](#)

Key Results Data for this course show that students who completed optional MyMarketingLab pre-exam practice assignments—practice exams and quizzes—had higher average exam grades than students who completed only the required MyMarketingLab homework assignments.

Submitted by

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Course materials

MyMarketingLab with *Marketing: An Introduction*, Armstrong, Kotler

Setting

The small town of West Lafayette hosts the flagship campus in Purdue University's six-campus system that serves more than 40,000 students, 75 percent of whom are undergraduates. The first-year retention rate for the 2014 cohort of students was 93 percent; the six-year graduation rate for the 2009 cohort was 75 percent; twenty-three percent are international students and eight percent identify as a part of a minority population.

Introduction to Marketing Analysis is a one-semester, three-credit course taken by approximately 250 students per semester, and is open to all non-business majors in fields of study like engineering, tech science, health, and health science. The course helps students learn what "marketing" really means: Identifying customer needs, then satisfying those needs by offering the right product or service at an acceptable price, making it available to customers through appropriate distribution channels, and promoting it in ways that motivate purchase as much as possible. These decisions about product, price, distribution, and promotion make up the "Marketing Mix." Together with rigorous and complete analysis of the environment, customers, and competitors, they are the crucial activities of marketing management: Failure to find the right combination of the "mix" may result in product (or service) failure.

Course learning objectives are to:

- Introduce students to the concepts, analysis, and activities that comprise marketing.
- Provide practice in assessing and solving marketing problems.

- Serve as a foundation for marketing knowledge in general.

This course provides a broad understanding of marketing concepts that are useful to managers in a variety of applications. Particular attention is given to vocabulary. By the end of the course, each student should have an understanding of the framework from which marketing strategies can be developed and be able to make decisions in a simulated environment.

Challenges and Goals

Frustrated that students were coming to lecture unprepared—not having read the textbook material and lacking background knowledge of the topics to be covered—Downey was searching for a digital product that would help her flip her classroom and require students to participate in their learning before attending the lecture. Additionally, her plan to make lecture time more interactive and engaging through group work and other activities required the use of pre-lecture assignments that would give students background information on chapter content so she could follow up a brief in-class lecture with classroom exercises. Downey opted to use MyMarketingLab for its rich assortment of simulation activities and homework assignment options. Downey participated in this study to measure the relationship between student performance and the ongoing repetitive practice that MyMarketingLab offers to help students fill gaps in their knowledge and understanding. Data was collected related to MyMarketingLab assignments and quizzes that could be helpful for and aligned to the learning outcomes of the course.

Implementation

Downey requires her students to use MyMarketingLab. Primarily working on their personal computers, students use the program for learning new concepts and content understanding, practice, and homework assignments. She teaches this course as a limited lecture/flipped classroom. Downey believes that marketing is a practical skill that is learned through study and

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application in a cumulative fashion. Her experience suggests that the value of the course is greatly diminished when students substitute pre-exam cramming for regular preparation and participation.

Downey offers students two formats in which to take her course: *participation* or *self-study*. Students select their chosen format at the beginning of the semester, and both groups take the course simultaneously. Assignments are similar for both groups, with the core difference being attendance in class. Students choosing the *participation* format attend all classes, and attendance is included in the semester's participation score, while students choosing the *self-study* format only attend class on the days when MarketShare is the topic of the class or there is a guest speaker. The *self-study* format is a valid choice for some students but should only be selected by those individuals who are highly self-motivated, proactive, and disciplined. Downey suggests that all students attend every class, as her experience has been that students who attend and actively participate in class are more likely to achieve a higher grade. Also, the course is not set up to be independent study, so students who choose not to attend class may miss reminders, announcements, and extra credit opportunities.

Downey creates a comprehensive syllabus that includes "how to" documents for each component of the course. Because it is easy for students to ignore this critical course information, Downey administers a syllabus quiz the first week of school to make sure students have viewed and understand their commitment to the course. The inclusive syllabus is a survival technique for instructors with large sections, helping to avoid an abundance of student email asking questions about upcoming assignments.

Class time primarily consists of activities and discussion. Online activities and team assignments are also an important part of the learning experience. Students are expected to take full responsibility for their learning by reading the text and completing MyMarketingLab chapter assignments ahead of the class. Additionally, video lectures are available on Blackboard to supplement understanding of the text. Participation in discussion boards provides students an opportunity to think more deeply about the specific marketing concepts, demonstrate participation in the course, and learn from and help teach their

classmates. Other activities are intended to offer practice with the concepts and a more applied understanding of the material. Because so many of the course activities require group work, assigned seating in groups of 4–5 students is enforced to facilitate group discussion and attendance. Students not in their assigned seat are considered absent. Downey reports that since implementing a flipped classroom, the percentage of students choosing the *self-study* format has dropped from about 33 percent to approximately 10 percent. In fact, in the spring of 2015, when this study was conducted, just nine percent of students chose the *self-study* format.

Downey's course follows this general format:

- Read the textbook.
- Complete MyMarketingLab pre-lecture warm-up quiz or simulation activity.
- Lecture: A brief coverage of concepts, with structured team activities including the use of case studies, video, social media, and class discussion.

MyMarketingLab homework assignments include chapter warm-up quizzes—used as a pre-lecture pretest—simulations, and discussion questions. The highest 14 grades count toward the final MyMarketingLab score in the gradebook. These homework assignments are intended to help students:

- Practice with key concepts and terms from assigned reading.
- Think more deeply about select marketing issues.
- Provide a vehicle for individual student evaluation on a frequent basis.

Downey also creates and offers optional chapter quizzes (14) and practice tests (3) in MyMarketingLab to help students prepare for exams. While not required, completion is encouraged.

Students take three pencil-and-paper exams; they are objective in nature, and typically composed of 50 multiple choice and true/false questions. Their purpose is to provide a means of evaluating the student's comprehension and understanding of the course material. If necessary, students must request, in writing, a make-up exam prior to the original exam date and

are only granted make-up exams under extreme circumstances; make-up exams are essay/short answer format.

The MarketShare simulation gives students the opportunity to act as marketing managers in a simulated environment to better understand how all the components of the marketing mix are utilized to achieve success in business. Evaluation of the MarketShare experience consists of two parts, a weighted score based on team decision-making results, and a group paper, along with peer evaluations. Students in the *self-study* format group complete a MarketShare simulation presentation while students in the *participation* format complete a group case analysis, where groups are assigned to analyze one company, identifying their marketing mix, and tying in two relevant concepts from appropriate chapter content in the textbook.

Assessment

Participation Students (n = 213):

- 45 percent Exams (2 midterms, 1 final)
- 15 percent MyMarketingLab & discussion board assignments (14)
- 15 percent MarketShare simulation
- 15 percent Case analysis
- 10 percent Participation

Self-study Students (n = 22):

- 60 percent Exams (2 midterms, 1 final)
- 20 percent MyMarketingLab
- 15 percent MarketShare simulation
- 5 percent MarketShare presentation

Results and Data

MyMarketingLab assignment completion rates were analyzed to determine if a relationship exists between assignment completion and average exam grade (Figure 1). Students were placed into two groups based on the average number of skipped assignments; students who completed more than the average number of skipped assignments earned higher average exam grades than students who skipped more than the average number of assignments:

- Average number of assignments skipped: 1.6.
- Students who skipped one or fewer MyMarketingLab homework assignments had average exam grades four percentage points higher than students who skipped two or more assignments.
- Forty-five percent of students (n = 100) completed all MyMarketingLab assignments.

MyMarketingLab (optional) quiz completion rates were analyzed to determine if a relationship exists between quiz completion and average exam grades (Figure 2). Students were placed into two groups based on the average number of completed optional quizzes; students who completed more than the average number of quizzes earned higher average exam grades than students who completed fewer than the average number of optional quizzes:

- Average number of assignments completed: 6.5.
- Students who completed seven or more optional MyMarketingLab quizzes had average exam grades six percentage points higher than students who completed six or fewer quizzes.

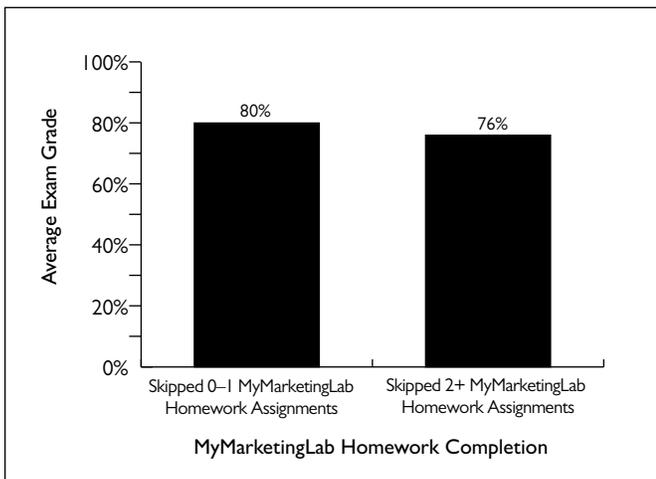


Figure 1. Relationship between Average MyMarketingLab Assignment Completion and Average Exam Grades, Spring 2015 (N = 213, n = 148 skipped One or Fewer, n = 65 Skipped Two or More)

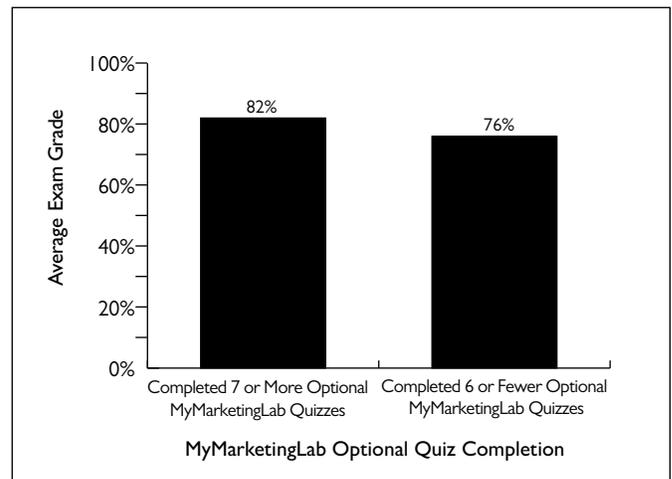


Figure 2. Relationship between Average MyMarketingLab Optional Quiz Completion and Average Exam Grades, Spring 2015 (N = 213, n = 97 Completed Seven or More, n = 116 Completed Six or Fewer)

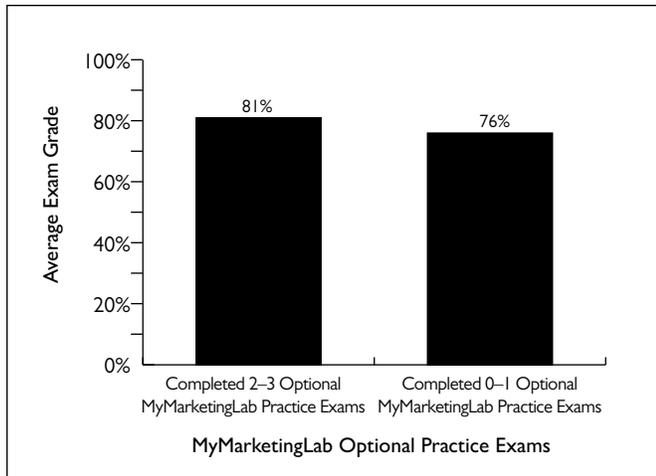


Figure 3. Relationship between Average MyMarketingLab Optional Practice Exam Completion and Average Exam Grades, Spring 2015 ($N = 213$, $n = 113$ Completed Two or Three Optional Exams, $n = 100$ Completed One or None)

Similarly, optional MyMarketingLab practice exam completion rates were analyzed to determine if a relationship exists between practice exam completion and average exam grades (Figure 3). Students were placed into two groups based on the average number of completed optional practice exams; students who completed more than the average number of practice exams earned higher average exam grades than students who completed fewer than the average number of practice exams:

- Average number of assignments completed: 1.4.
- Students who completed two or three of the optional MyMarketingLab practice exams had average exam grades five percentage points higher than students who completed 1 or fewer of the optional practice exams.

The analysis for Figures 1–3 does not account for additional variables like student motivation; additional research would be needed to develop this concept further.

Figure 4 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 $< .01$ shows the existence of a positive correlation between these two variables.

- A strong positive correlation exists between average total MyMarketingLab homework grades and the final course grade, where $r = .60$ and p -value $< .01$ (MyMarketingLab is 15 percent of the final course grade, influencing this relationship).

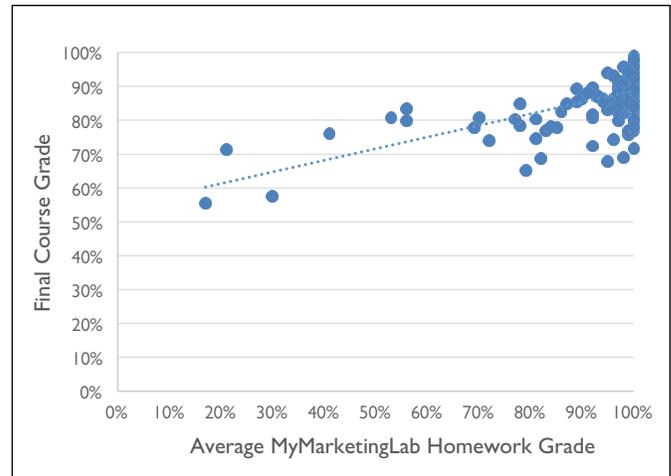


Figure 4. Correlation between Average MyMarketingLab Homework Grade and Final Course Grade, Spring 2015 ($n = 213$)

For students, the formative MyMarketingLab assignment grades are intended to help them identify where they are in terms of successfully completing the more summative midterm and final exams; it appears that performance on these assignments could be a leading indicator of exam success (further research is needed to develop and test this concept further). As a best practice, MyMarketingLab assignment grades are intended to help Downey identify students early on who are struggling and might be at risk of poor overall course performance.

The Student Experience

Responses to a voluntary end-of-semester (spring 2015) survey of Downey's students indicate that the majority of responding students recognize the value of MyMarketingLab:

- 85%** Agree or strongly agree that the use of MyMarketingLab positively impacted their quiz and exam scores.
- 85%** Agree or strongly agree that MyMarketingLab provided additional resources that helped them learn more than they would have from more traditional pencil and paper homework.
- 85%** Agree or strongly agree that their understanding of the course material increased as a result of using MyMarketingLab.

Student comments when asked what they liked most about MyMarketingLab on the same end of semester survey:

“The questions did a great job setting up specific marketing scenarios that help greatly on the exams. The extra study material also helped.”

“The simulations were a fun way to learn.”

“The direct correlation with the material in the textbook. I also loved the practice exams and chapter quizzes, which were a huge help in my exam preparation.”

“Seeing the results of my marketing decisions is way better than just being lectured about it as abstract facts.”

“Being able to see the text where the questions come from. So I can actually learn the material, not just read the question.”

Conclusion

Downey finds that since adding MyMarketingLab and flipping her classroom, students come to class better prepared and ready to participate in decision-making activities and other real-world applications of the material. She can briefly cover new concepts, confident that students have picked up the basics through the MyMarketingLab prelecture and homework assignments. Downey’s observation is supported by Matt Stoltzfus, a lecturer at Ohio State University, who also teaches large introductory classes via the flipped model. According to Stoltzfus, “The [flipped] model provides more meaningful interactions for students and teachers by giving teachers higher quality face time with students.”¹ MyMarketingLab enables Downey to require that students take responsibility for their learning outside the classroom so that deeper critical thinking and decision making can take place inside her classroom.

1. Brian Lukoff and Matthew Stoltzfus, “Professors: Here’s How to Flip Your Classroom,” *eCampus News*, March 24, 2014, <http://www.ecampusnews.com/top-news/professors-flipped-classroom-425/>

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.