

MyMarketingLab

School Name Southwestern Illinois College, Belleville, IL
Course Name Introduction to Marketing
Course Format Online

Key Results Data for this course indicate a strong positive correlation between MyMarketingLab assignment grades and average chapter quiz grades. In addition, students who completed most of the MyMarketingLab assignments had average summative chapter quiz grades 15 percentage points higher than students who skipped at least three assignments.

Submitted by

Sue Taylor, Professor and Program Coordinator

Course materials

MyMarketingLab and *Principles of Marketing*, Kotler, Armstrong

Setting

Southwestern Illinois College is a two-year community college in Illinois with campuses in Belleville, Granite City, and Red Bud, and more than 20 off-campus sites. The suburban Belleville campus enrolls more than 11,000 of the system's 24,000 students, the majority (57 percent) of whom attend part-time but a significant number, 37 percent, are first-time, full-time. Forty-one percent of students are over age 25; 46 percent receive some financial aid; 36 percent report an ethnicity other than Caucasian. Southwestern Illinois College has an overall full-time retention rate of 64 percent, a part-time retention rate of 42 percent, and a graduation rate of 27 percent.

Sue Taylor has been teaching full time for 24 years, and has been at Southwestern Illinois since 1991. She has been teaching Introduction to Marketing for 24 years, the last two years in the current course format described below.

Introduction to Marketing is a one-semester, three-credit course, open to all students but taken primarily by degree-seeking business students. The course introduces students to basic marketing principles with particular emphasis on environmental factors that affect a business, target market selection, and the four primary elements of the marketing mix: product, price, distribution, and promotion.

Course learning objectives include:

- Identify the environmental forces affecting a marketer's business and identifying the target markets for a product, service, or idea.
- Explain the key components of a distribution strategy for a product, service, or idea.

- Describe a basic promotion mix for a product, service, or idea.
- Explain the fundamental elements of a pricing strategy for a product, service, or idea.

Challenges and Goals

Although she had been teaching Introduction to Marketing online for several years, Taylor felt that she and her online students could use more course assistance. The hours Taylor spent identifying and editing content-appropriate videos and writing accompanying essay questions—and grading them by hand—took time away from her other course preparations. Knowing that publisher content already existed that she could tap into, Taylor took a look at MyMarketingLab. The videos, simulations, and mini-case studies all held great appeal, and she visualized how she might incorporate them into her online course. The interactive lectures—PowerPoint slides with a voice-over covering the same material presented in the textbook—were especially appealing. While students might not read the whole textbook, she felt they may be more likely to view the slides as an outline of important content to learn before doing the homework assignments. Taylor adopted MyMarketingLab in 2013.

Implementation

MyMarketingLab is a required component of Taylor's course. Because the class is a fully online, the program is primarily used at home on the student's personal computer for learning new concepts and content understanding, practice, homework, and summative quizzes. Taylor estimates that the assignments should take students about one hour per week, with additional time spent reading the book, viewing the interactive lectures, and studying for the quizzes. In fact, in a voluntary end of semester survey of Taylor's students in spring 2015 (50 percent total response rate), 59 percent of responding students said they spent at least two to four hours per week working in

Assigning frequent, small assessments that require students to access the course two or three times a week keeps them actively engaged in the course.¹

MyMarketingLab while another 29 percent said they spent more than four hours with the program.

Students are not required to view the interactive lectures, but Taylor has found anecdotally that her students do use them and find them to be valuable for learning new material; the lectures synthesize the textbook content and can be beneficial for variations in learning style. She notes that the interactive lectures can be hard for students to find on their own, so, as a best practice, Taylor puts the PowerPoint lecture slides in the assignment link that students view weekly. Assignments follow this sequence:

- Textbook chapter reading/view interactive lectures
- Chapter warm-up quiz in MyMarketingLab
- Simulation exercise in MyMarketingLab
- Video exercise/quiz in MyMarketingLab
- Chapter quiz in Blackboard

Taylor creates assignments in both MyMarketingLab and the school LMS, Blackboard. For each chapter, students complete a chapter warm-up quiz that is due on Thursday and a video exercise/quiz and decision-making simulation that are due at midnight on Saturday. Students wrap up their weekly assignments with a chapter quiz in Blackboard (Taylor creates this using the Pearson test bank) that assesses knowledge and understanding of the chapter content. The chapter quiz is also due at midnight on Saturday. These summative chapter quizzes include three types of questions: recall, apply, and analyze. Quizzes are 10–15 questions and students have one minute per question. The time limit helps ensure that students prepare before they start the quiz, as this format does not allow time to look up every answer.

Taylor also makes use of the end of chapter discussions that foster peer-to-peer learning and allow her students to share ideas with one another. Additionally, students complete other assignments that Taylor creates throughout the semester in the course LMS, including articles to read, market planning questions, and mini-case studies.

Meeting the weekly due dates is important; assignments are accepted up to 48 hours late with a 20 percent penalty. Quizzes are not accepted late. However, the two lowest quiz grades are dropped when calculating the final grade, assuming the student

has not missed more than two quizzes or two other assignments. Students who miss four assignments and/or quizzes are automatically dropped from the course.

“Attendance” in her online course is mandatory and evaluated by assignment and quiz completion. Additionally, students must log in at least once every seven days. A student is considered absent if they do not participate in the discussions, fail to turn in assignments on time, or they do not log into MyMarketingLab weekly.

Assessment

34 percent	Blackboard assignments (17)
31 percent	Chapter quizzes in Blackboard (15)
14 percent	MyMarketingLab chapter warm-up quizzes (15)
12 percent	MyMarketingLab video exercises (15)
9 percent	MyMarketingLab simulation exercises (9) <i>(Students must earn at least 60 percent on an exercise to receive credit)</i>

Results and Data

Figure 1 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.

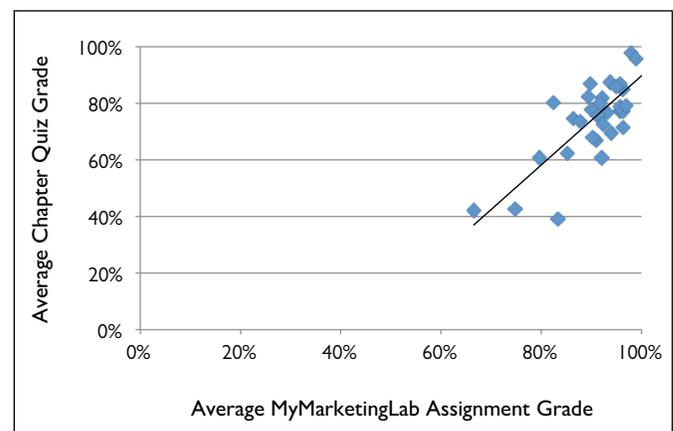


Figure 1. Correlation of Average MyMarketingLab Assignment Grade and Average Chapter Quiz Grade, Spring 2015 ($n = 34$)

“I like the videos and interactive lecture because they go along with the text and give real world insight on the topics. They also give reasons why answers are wrong or right.” —Student

- A strong positive correlation exists between average total MyMarketingLab assignment grades and average MyMarketingLab chapter quiz grades, where $r = .68$ and $p\text{-value} < .01$ (Figure 1).

Assignment grades used for this analysis included all MyMarketingLab warm-up quizzes, simulation exercises, video exercises, and other assigned exercises such as discussions, articles, and mini-cases. The formative MyMarketingLab assignment grades are intended to help students identify where they are in terms of successfully completing the more summative MyMarketingLab chapter quiz assessments; it appears that performance on these assignments could be a leading indicator of exam and course success (further research is needed to develop and test this concept further). As a best practice, MyMarketingLab assignment grades are intended to help Taylor identify students early on who are struggling and might be at risk of poor overall course performance.

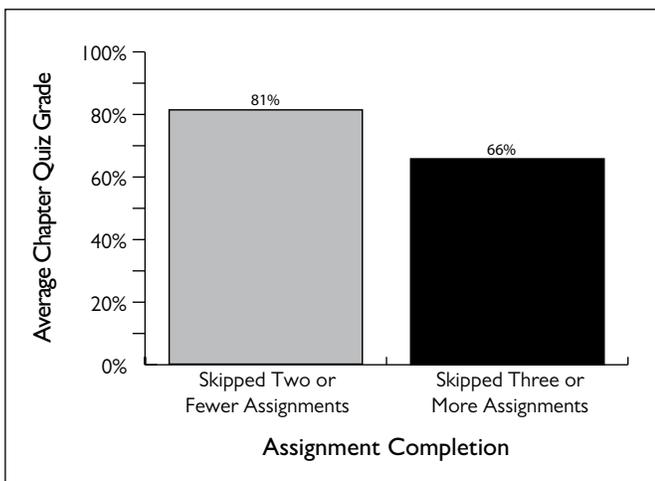


Figure 2. Relationship of MyMarketingLab Assignment Completion Rates to Average Chapter Quiz Grades, Spring 2015 ($N = 34$: $n = 21$ skipped two or fewer, $n = 13$ skipped three or more)

MyMarketingLab assignment completion rates were analyzed to determine if a relationship exists between assignment completion and average MyMarketingLab chapter quiz grades (Figure 2); all MyMarketingLab assignments were included in this analysis. 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 substantially higher average MyMarketingLab chapter quiz grades than students who skipped more than the average number of assignments:

- The average number of assignments skipped was 2.4.
- Students who skipped two or fewer MyMarketingLab assignments had average MyMarketingLab chapter quiz grades 15 percentage points higher than students who skipped three or more assignments.
- Twenty-nine percent of students ($n = 10$) completed all MyMarketingLab assignments.

The Student Experience

Responses to an end of semester, voluntary survey of Taylor's students (spring 2015) indicate that the majority of responding students recognize the value of MyMarketingLab:

- 88%** Agree or strongly agree that the use of MyMarketingLab positively impacted their quiz and exam scores.
- 94%** 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.
- 94%** Agree or strongly agree that their understanding of the course material increased as a result of using MyMarketingLab.

When students were asked what they liked best about MyMarketingLab, their comments included the following:

“The best part of MyMarketingLab was the explanations of the answers. It gives you a definition and tells you if you got the question right or not, which allows me to better understand the material.”

“The videos were very helpful!”

“I liked the quiz warm-ups. They provided all of the reading material with the questions, so it was fresh in your mind.”

“I liked the videos and interactive lecture because they go along with the text and give real world insight on the topics. Also, (I liked them) because they give reasons why answers are wrong or right.”

“I like the lectures that go along with each chapter. They help me the most to prepare for my tests. I usually read the chapter and go back through the lectures so that way I make sure I have hit every major point in my studying.”

“The audio review of the chapter was very helpful for reviewing after I read each chapter. The chapter questions also helped for review and preparation of chapter quizzes. I also like the videos that related to each chapter. They were interesting and helpful too.”

Conclusion

MyMarketingLab enables Taylor to conduct frequent assessments and manage the participation and engagement of her students in an online environment. This methodology is supported by the research of Elizabeth Reed Osika who writes, “It is important to keep students actively engaged in the ‘classroom.’ This is best accomplished by requiring frequent, small assessments that will require students to access the course two or three times a week.”¹ Frequent assessments also help students monitor how they are doing in the course, and give them time to adjust their work and study habits accordingly. Additionally, providing multiple opportunities for summative assessment takes the pressure off students to succeed on just two or three main exams during the semester; smaller chunking of assessments may lead to greater course engagement and success.

Taylor believes that offering students different types of assignments and frequent opportunities to earn points helps them succeed in her course. Data for her implementation of MyMarketingLab indicate that students completing most of the various homework assignments had higher average grades on the more important summative chapter quizzes.

¹ *Assessing Student Learning Online: It’s More Than Multiple Choice*, Elizabeth Reed Osika, <http://connection.ebscohost.com/c/articles/21042684/assessing-student-learning-online-more-than-multiple-choice>.

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.