



Pearson

# Using MyOBLab to Build Confidence, Prepare for the Workplace and Enjoy Learning Again

## Summary

The University of Pecs is the oldest and one of the largest universities located in Pecs, Hungary. It is considered one of the leading research universities in Hungary. It boasts of a broad range of training and degree programs at its 10 facilities. Currently enrolled are 20,000 students, of which more than 4,000 are international, with about 1,400 lecturers and researchers. In 2018 Zsuzsanna Vitai conducted a pilot of Pearson's MyOBLab for her course. Overall, lecturer Vitai was very pleased with her implementation of MyOBLab, believing it to be a "very gratifying experience." She found classes were more productive and students' learning improved from the use of MyOBLab. Students also found their experience with MyOBLab to be a positive one. They appreciated the structure, ability to track progress and testing format.

## Description of the Course

Lecturer Vitai teaches Advanced Organizational Behavior within the Department of Leadership and Organization Sciences at the University of Pecs. This course had 23 students, all with Bachelor degrees, from varying educational backgrounds and nine different countries. It focused on leadership and organization, which included gaining soft skills in combination with building quantitative background strength.

MyOBLab was piloted for one semester, lasting 14 weeks, meeting two times per week, utilizing the flipped instructional model. For the course they used MyOBLab and the textbook, *Organizational Behavior 8<sup>th</sup> edition* by Andrzej A. Huczynski and David A. Buchanan. Classes consisted of discussions, self-assessment exercises, presentations, and debates, with lectures occasionally being used to highlight complex issues.

## **Product Implementation**

Lecturer Vitai's goal was to facilitate her students gaining deep knowledge of organizational behavior topics such as work design, organization structures, environment and technological development, and sustainability. She wanted the students to engage with the material, as well as develop employability skills. She strove to develop an atmosphere in which students and lecturer could create knowledge together, challenge views and stimulate debates. She believes this way of learning is longer lasting. Vitai feels that traditional methods did not work for her students. She prefers to utilize innovative teaching techniques, such as technology, to develop new study skills to lead to student success, not only in the classroom, but also in the workforce.

The entire course was developed around MyOBLab; students used MyOBLab outside the classroom to study and prepare for exams, and in class they had exercises and tutorials, which prompted discussions. Students were able to access course material on their computer, as well as their smartphones. The grading format was as follows:

- Two computer-based exams- 20% each (200 points each)
- Class participation- 30% (15% class attendance at 150 points, 15% activity at 150 points))
- Self-reflection course diary- 30% (300 points)
- Total of 1000 points available

## **Instructor Experience and Perception**

Through the implementation of MyOBLab, Lecturer Vitai not only learned a lot about technology, but about her teaching as well. She learned how to discipline herself to set tasks, be more rigorous and follow student progress. Using MyOBLab

taught her to become proficient and confident in the use of technology; she then shared that knowledge with her students. In fact, she said “I simply love this technology! It is as addictive as a game!” As for exams and the immediate grading feature, she found it to be a “wonderful experience” that was “truly gratifying, both for students and for the lecturer, makes life so much easier.” Further, she believes students enjoyed using MyOBLab and they found it easy to navigate stating they had “no problems at all.”

She finds that approaching the introduction of new technology requires patience and the willingness to answer questions in order to break through initial reluctance of both students and faculty. She suggests that MyOBLab should be used as a basic theoretical knowledge teaching tool and that knowledge should be strengthened in the classroom utilizing exercises.

## **Student Experience and Perception**

Students had very positive experiences utilizing MyOBLab. Some of the features they enjoy are the ability to track progress, the capability to take the test limitlessly to improve grades, the course structure and the testing format. In fact, one student even said, “The midterm test was a wonderfully pleasant experience. And you must know that for a student to say that about a test must really say something!” Further, another student said, “It was the best experience of learning, to which I was addicted!”

## **Conclusion**

Given lecturer Vitai’s goal of finding technology that helps prepare students for employability and functionality in the workplace, the deep knowledge gained through superior theoretical knowledge and practical skills via MyOBLab better equipped students for those real life challenges. As an instructor, Vitai was pleased stating that “as a lecturer I am very content, very much so...I felt classes were productive, students really learned and profited from this approach.”

Further, she was very satisfied with the support she and her students received from Pearson. She stated, “My Pearson representative was/is always accessible, always available 24/7, we have a perfect relationship, I could not wish for a better colleague at all.”

Students find many features of MyOBLab to be beneficial. It created a more enjoyable experience and increased motivation and engagement. One student, who was particularly pleased with MyOBLab, stated, "It was a very positive experience which helped me to improve my exam grades and my study success in general."

Overall, through her experience implementing MyOBLab, lecturer Vitai found that the usage of technology is an immense help for lecturers, a huge motivator for reluctant or unmotivated students and increases retention, all of which better prepare students for working life.