

MyMarketingLab

School Name	Cambrian College, Greater Sudbury, Ontario, Canada
Course Name	Introduction to Marketing
Course Format	Lecture

Key Results Data indicate that students earning higher MyMarketingLab scores achieved higher average exam and final course grades. In addition, data from before and after MyMarketingLab implementation show that, on average, students earned higher exam and final course grades when MyMarketingLab was required.

Submitted by

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Course materials

Marketing: An Introduction, Canadian edition, Armstrong, Kotler, Trifts, and Buchwitz

Setting

Cambrian College is a Canadian, public college of applied arts and technology with urban campuses in Sudbury, Espanola, and Little Current, Ontario. The school serves more than 11,000 students: more than 4,100 in 80+ full-time programs and more than 7,000 in nearly 900 part-time courses/programs, a number of which are uniquely suited to the academic and employment aspirations of First Nations people. Eighty percent of the school's students are under 25 years of age; 26 percent are first generation college students; and 9 percent are Aboriginal.

Introduction to Marketing is a one-semester, four-credit course with approximately 130 students per semester. The course is a requirement for all students in the School of Business, as well as students in disciplines such as Public Relations and Fitness Management. Course objectives include the following:

- Explain the concepts that are the basis for marketing decision-making and strategy development.
- Explain the importance of environmental scanning in developing marketing strategies and describe the basic aspects of the environment in which marketing activities take place.
- Begin to apply marketing techniques to develop marketing strategies in given organizational situations.

Challenges and Goals

Introduction to Marketing is taught by Brian Vendramin, who has been teaching at Cambrian for 28 years. In 2014, he was recipient of the college's President's Award for Excellence, which is presented annually to a faculty member who has gone above and beyond in achieving professional goals and inspiring peers to set and achieve the highest standards in the classroom.

Vendramin began using MyMarketingLab in fall 2014. Although already using an online homework system, he sought new resources and a new textbook to both engage students and help him offer the best possible classroom and digital experiences. Vendramin appreciates the variety of exercises provided by MyMarketingLab and that it offers students the opportunity to repeat lab assignments, thereby reinforcing lecture topics and discussions.

Vendramin received full support for this pilot from Orville Andrews, an instructional design technologist at Cambrian.

Implementation

Students are required to read an assignment from the textbook before each lecture. Vendramin begins every lecture with a review of current events related to recently covered or soon to be covered content. Via these news and video stories, he illustrates the marketing concepts students are learning in class.

Students complete required MyMarketingLab assignments for each of the nine chapters covered in the course. Each assignment includes 40–50 questions: students watch a video, answer five questions pertaining to the video, and finish the assignment with Decision-Making Simulation questions, multiple-choice questions on other chapter material, and other application-type questions. Students are allowed three attempts at each assignment; the final score is the average of the three attempts. MyMarketingLab assignments are due the Sunday after lecture, which enables students to work on them all week.

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Each chapter features a mini case study about WestJet, a Canadian airline. The case studies convey real-world applications of course content and are introduced by YouTube videos, which were developed by Vendramin and Captain Sherri Stringer, a WestJet pilot. (See a sample video at <http://youtu.be/PWiAZWuSRi0>.)

With the help of electronic badging, Vendramin incorporated a gaming component into the course in which students complete tasks outside of the syllabus to earn gamification badges. Students might be tasked to visit a mall, take pictures of unique new products, and write a paragraph about them referencing new product development and marketing concepts learned in class. Badges do not earn students grades or points, rather they engage students in light-hearted competition and motivate them with prizes, such as gift certificates to local restaurants. Vendramin's students responded positively to gaming. "I liked the gamification badges; they gave me a sense of achievement," replied a student in an end-of-semester survey. As additional incentive, students who earn 10 badges are allowed to drop their lowest MyMarketingLab score.

Exams cover three chapters each and are timed and multiple choice. They include questions from MyMarketingLab to promote completion of MyMarketingLab assignments. And although exams are open book, unless students have studied and are prepared, the textbook becomes a hindrance as students waste time trying to locate correct responses.

Vendramin uses the Moodle 2.7 course management system. He is currently piloting an integration of MyMarketingLab into Moodle so his students will be able to find all course materials, content, communication, and processes in one place.

Assessments

75 percent Exams (three)

25 percent MyMarketingLab assignments

Cambrian College adheres to the Canadian grading scheme:

A = 80–100 percent

B = 70–79 percent

C = 60–69 percent

D = 50–59 percent

F = 0–49 percent

Results and Data

Tables 1 and 2 show a relationship between average MyMarketingLab scores and average exam grades and final course grades. Students who earn higher MyMarketingLab scores achieved higher average exam and final course grades, signifying that MyMarketingLab may be a strong predictor of exam and course success.

In addition, Vendramin examined the relationship between the number of MyMarketingLab assignments skipped and exam grades. Exam grades were an average of 10 percent higher for those students who completed most MyMarketingLab assignments (skipped no or one assignments) compared to students who skipped two or more assignments (Figure 1). Exam grades for students who completed all the assignments were an average of 13 percent higher than grades for students who skipped at least one assignment. Also, the Pearson correlation, $r = -.3$, is

Average Exam Grade	Average MyMarketingLab Score
A	81%
B	67%
C	64%
D	48%
F	48%

Table 1. Comparison of Average Exam Letter Grades and MyMarketingLab Homework Scores, Fall 2014 ($n = 81$)

Final Course Grade	Average MyMarketingLab Score
A	83%
B	76%
C	60%
D	49%
F	32%

Table 2. Comparison of Final Course Letter Grades and MyMarketingLab Homework Scores, Fall 2014 ($n = 81$)

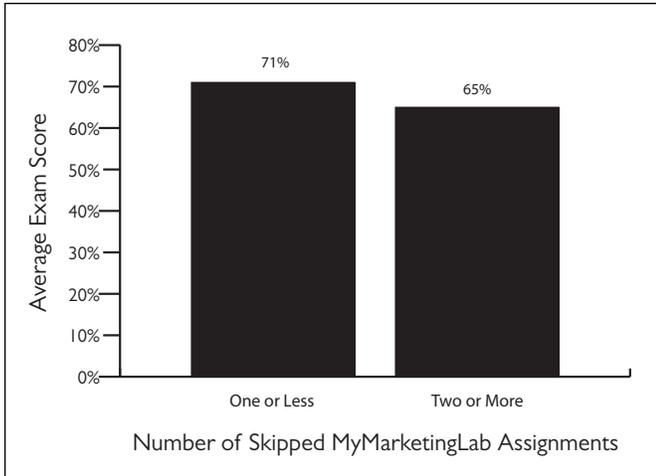


Figure 1. Relationship between Average Exam Scores and MyMarketingLab Homework Completion, Fall 2014 (n = 81)

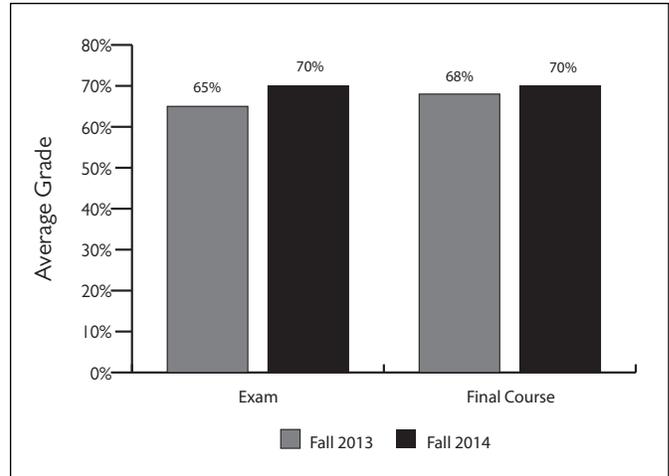


Figure 2. Average Exam and Final Course Grades before and after Implementation of MyMarketingLab, Fall 2013 (n = 115) and Fall 2014 (n = 81)

a moderate negative correlation indicating an inverse relationship between the number of assignments skipped and the total number of exam points earned. In other words, the more homework a student skipped, the lower the total number of exam points that student earned.

- 1** Average number of skipped assignments
- 36%** Percentage of students who skipped one assignment.
- 19%** Percentage of students who skipped more than one assignment.

Performance of the t-test shows a statistically significant difference between the mean number of total points earned on all exams for the group of students who completed all assignments (n = 44, mean = 54.41) and those that did not (n = 37, mean = 50.07), where the p value < .001.

A comparison of both average exam grades and final course grades before and after implementation of MyMarketingLab indicates that both metrics showed improvement, with average exam grades improving five percentage points overall (Figure 2).

- The percentage of students earning an average exam grade of A increased seven percentage points from fall 2013 to fall 2014 (from 12 percent to 19 percent).
- The percentage of students earning an average exam grade of D or F decreased 22 percentage points from fall 2013 to fall 2014 (from 31 percent to 9 percent).

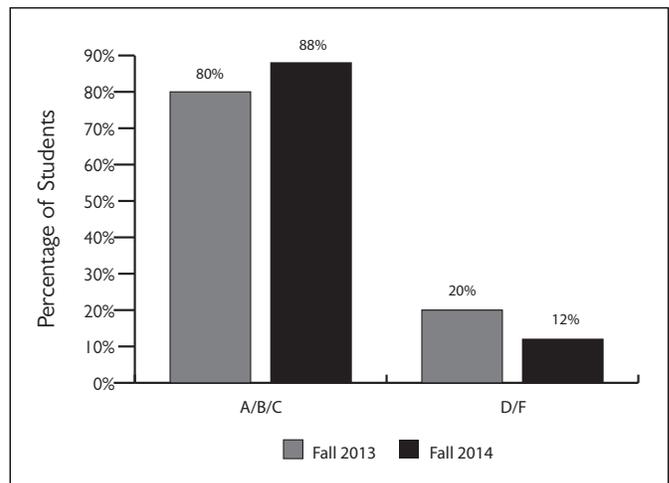


Figure 3. Student Success Rates (A/B/C) before and after Implementation of MyMarketingLab, Fall 2013 (n = 115) and Fall 2014 (n = 81)

In addition, the percentage of students who showed mastery of course content (earned an A, B, or C) increased eight percentage points in 2014; and the percentage of students who earned a D or F decreased eight percentage points (Figure 3).

The Student Experience

In a fall 2014 end-of-semester survey, the majority of students indicated that they believe MyMarketingLab is beneficial to their learning.

76% Agree or strongly agree that their understanding of the course material increased as a result of using MyMarketingLab.

75% Agree or strongly agree that the use of MyMarketingLab positively impacted their quiz and exam scores.

Students were asked what they liked best about using MyMarketingLab. Their replies include the following:

“I liked the mini case studies. They really got me thinking and were interesting to answer.”

“Each MyMarketingLab assignment focused on all areas of the textbook chapter and helped me to better understand the chapter. Doing homework gave me a better understanding of the material taught in class. I would definitely recommend MyMarketingLab for future courses.”

“I liked the MyMarketingLab assignments the best. The questions challenged my knowledge, showed where I needed to improve, and prepared me for exams.”

“I liked the chapter quizzes. They kept me on track and refreshed the material in my mind for the exams.”

Conclusion

MyMarketingLab helps Vendramin create a course that incorporates an interactive and engaging online component that in turn helps students review and apply the concepts taught in lecture. Specifically, the program's videos and simulations enable students to practice course content in real-world environments, making the course both more interesting and more practical. In addition, the inclusion of mini case studies and gaming exercises illustrates marketing concepts in action.

Student survey comments are positive, focusing on the accessibility, convenience, and fun of learning marketing with MyMarketingLab.

Future plans include moving toward a fuller implementation of the flipped classroom model and adding more activities, such as Chapter Warm-ups (practice quizzes) and posttests.