

# 'I KNOW YOU ARE SATISFIED BUT HAVE YOU LEARNT ANYTHING?'

## THE USE OF VIDEO IN MARKETING CASE STUDY TUTORIALS:

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### Context and outline

This paper deals with the subject of utilizing video as a teaching resource when large student cohorts are involved. One of the largest MSc Modules within the Marketing Programme is the Marketing Management Module. BMM601 is a compulsory core module for students studying the specialist MSc Marketing degree. This module is designed for students with previous experience of studying marketing, or those that have chosen a Marketing specialism pathway; in this content a wide and challenging range of theory is introduced. Circa 200 students enrol on this module each year.

The Module is delivered through a series of lectures and tutorials; teaching is over 10 weeks in Term 1. Assessment is a 3 hour Open Book Exam based on a Case Study. The case is given to students two weeks prior to the exam and questions are presented to students on the day. A summary of the module structure is attached in **Appendix 1**. No changes were made to the lecture content or format as part of this review.

For Tutorials, each Syndicate Group would alternate between preparing a case study (and not attending a tutorial) and then attending a tutorial the following week. Three different case studies were prepared in this way, however, due to the numbers of students involved, not every Syndicate Group could present their solution (using a power point presentation) each week – typically students would present two of the three cases. Following the student presentations and feedback, the Tutor closed the tutorial with a short powerpoint 'solution' to the case which was subsequently posted on Blackboard™.

The objective of this approach to tutorials was firstly to illustrate how marketing concepts can be applied to 'real life' business situations and also to prepare students for the exam which is similarly a case study based assessment.

### A Problem?

Student feedback in the quantitative end of term survey on the module had been consistently positive, with very few negatives expressed by students. At the end of the academic year 2009/10, however, the faculty team carried out a review of the delivery methods in line with the desired learning outcomes. One observation was the end of term exam papers did not demonstrate student engagement with case studies and that formative learning through class discussion in tutorials was not occurring.

To resolve this inconsistency between positive feedback in quantitative student surveys and faculty perceptions, a number of qualitative face-to-face interviews were then carried out with students, and the following issues emerged:

Student Perspective Research
Not every Syndicate Group presented each case
Low student input (due to time constraint) on case presentations.
No real opportunity to ensure students struggling with the lecture material really understood
'Solution' Case Study limited to short powerpoint presentation
More confident students dominate the Syndicate Group discussion in and out of class

From this initial feedback, it appeared very clearly that more resource, in terms of case study tutors, was required on the module. This would allow more discussion and a better lower student to staff ratio. Obviously from a commercial perspective, this would mean less revenue per student for ABS/Marketing Group.

At this point, however, we considered whether we had missed something in the first wave of data collection, as we had focused on what module faculty HAD NOT done, as opposed to examining student participation in the learning process. A second wave of qualitative feedback was sought from students and this revealed an interesting underlying issue.

It was clear from the second wave of interviews that students were choosing not to engage with case study reading and preparation outside formal tutorials as:

1. The case study discussions were reviewed in class but were non-assessed and therefore did not contribute to the final mark.
2. Faculty would go through the answers and recommended an approach and there was a sense of 'why put in the effort, let's wait for the solution' attitude from some students.

The importance of tutorial preparation and participation was made clear in the Module Outline, in the Week 1 Lecture and in tutorials, but despite this some students clearly believed there was no incentive to participate in the case study learning process. For them this part of the module sat outside the rubric of assessment (ie the end of term exam) and, therefore, there was a perception that a degree of 'spoon feeding' would occur by faculty.

*In sum, it was clear that more faculty was in fact not required. A solution, however, that encouraged students to engage with the case study material was needed. Additionally, it was important that the perception of spoon-feeding was altered.*

## **So what did we do?**

For academic year 2010/11 faculty set about changing the Module in order to address three objectives:

1. Increase student awareness of faculty expectations
2. Increase student engagement and engender an appetite to engage
3. Dismantle the notion of spoon-feeding and encourage students to 'take charge' of their own learning.

In seeking ways to increase student engagement, the team considered the use of Panopto (Aston Replay) video recordings as a possible technique to increase contact time with the student, thereby increasing student engagement, but allow video solutions to be readily accessible out of the tutorials.

For the new tutorial format, all groups attend each tutorial; these follow a bi-weekly cycle. In the first week, students are sent an electronic copy of the case study and are presented with the appropriate

questions on the day of the tutorial (thus reflecting to a degree the exam situation). Students are expected to read the case prior to the tutorial. In the tutorial, they work in groups and begin to address the questions. Tutors spend time with each group linking lecture material to the case and questions.

In the second week of the cycle, the students come to the tutorial having worked further in their groups and bring solutions to the case study questions. The tutor then addresses each question in turn with the group and works through – using student interaction – the solutions to the case, again integrating theory and practice.

After the tutorial students can access an Aston Replay Tutor Video which provides a powerpoint presentation illustrating a 'case study solution'

The next bi-weekly cycle then begins with a short review of the last Tutor Video to ensure students were happy with the solution. The next case is then considered.

The new format was designed to address the issue as follows:

- **More emphasis on up-front expectations and engagement** Faculty made it clear to all students from the outset of the Module they would need to arrive at the tutorial prepared to engage on the case study. Faculty drew a very clear relationship for students between exam performance, preparation and engagement in tutorials.
- **Check understanding** All Syndicate Groups study each of the three cases and faculty challenge group members' understanding of the concepts and theories behind each solution.
- **Relating tutorials to assessment** By replicating the tutorial format to the exam – distribution of case study then assessing questions – the emphasis is changed to students taking responsibility for their own learning and exam preparation.
- **More student feedback** The use of the Tutor Video allows for 'anytime learning' for the student and means there is more time in class to check understanding. Individual students were encouraged to reflect on class discussions and the Tutor Video and to use the Discussion Board, office hours and e-mail to address any outstanding concerns.

## Results of the new format

The qualitative feedback for 2010/11 indicate the video case studies have been well received:

*"It was absolutely brilliant, I have just spent about 100 minutes going through your lecture online because I kept stopping and starting to write notes. It was incredibly helpful being able to listen to you again, as it introduced me to several ideas ready for our team work assignment."*

*"This is going to be incredibly helpful towards the time of revision, as I can go over your thoughts and examples again, some of which are not written up on your slides."*

*"The tutorials have been very useful to prepare us for our exam and on what type of questions to expect"*

*"Clear learning and assessment through tutorials – very effective part of the module"*

*"The video lectures really help me understand the case studies"*

*"The case studies are very challenging and interesting; makes you analyse and implement what you have learned"*

The new format was also of particular use to overseas students and those with learning difficulties, who found it useful to replay case study solutions and confirm understanding. Interviews with students on the new format indicate although they found the new format challenging, it did encourage them to 'own the learning process' The format of the learning was made explicit as support was less structured and based on student interaction drawn from their own work.

Prior to introducing the changes, the teaching team were concerned that participation would reduce, as there was more opportunity for groups to self-regulate the quality of their own case discussions. In the 2010 exam, however, there was evidence of greater involvement of students in case study analysis.

In addition, the new format provides the teaching team with higher levels of manpower utilization, and can now expand numbers using existing resources.

Prior to making these changes to the module delivery, faculty did consider wider research where these methods of tutorial teaching have been used.

### **Use of video in tutorials – Peer reviewed empirical evidence**

Empirical results suggest that students are highly motivated by convenience, speed and familiarity (Holliday et al, 2006). Anderson's (2003) notion of 'equivalency of interaction' also adds a useful perspective on the issue of on-line learning. It claims that no single medium supports the educational experience in a manner that is superior in all ways to other media. Therefore, deep and meaningful formal learning is supported as long as one of the three forms of interaction (student-teacher; student-student; student-content) is at a high level. The other two ways may be offered at minimal levels, or even eliminated without degrading the educational experience. For the Marketing team involved in this project, at the centre of the changes was the opportunity to increase the student-teacher contact time. Under the old method, the Tutor involvement was primarily through a 15 minute review at the end of the tutorial. In the new method the Tutor is involved throughout the tutorial.

In a study evaluating on-line tutorials compared to classroom based delivery methods (Seabury, 2005) almost all of the students (92%) felt the learning experienced was enhanced by the use of video. This research split a group of Social Studies students in two groups – one taught in class and one utilizing on-line video. All of the students in the 'video group' felt the learning experience was enhanced by this delivery method and that it was a positive learning experience facilitated by the computer format. One benefit of the on-line video was students could examine this 'at their own pace and in their own time and are not tied to a classroom presentation'. At Aston Business School the use of on-line resources are extensive, either through the library or through Module Leaders through Blackboard™. These resources are expected of the new 'Ipod' generation of students.

In a similar study by Sweeney et al (2004), more on-line tutorial delivery methods offered the facility to teach a greater number of participating students, reduced hierarchical divides, reduced race and gender based inhibitions and encouragement of more collaborative learning. In short, students were encouraged to take a more active role in their own learning. In this study an on-line 'bulletin board' was also used to encourage students to achieve a better understanding of the material and achieve a deeper level of learning. It is important to stress in this study that students believed on-line resources should augment and not replace classroom lectures as a means of teaching delivery. For the Marketing teaching team providing a high level of quality delivery to an increasingly larger number of students was a key challenge. The new form of presentation has provided further capacity for growth, through the use of new technology.

In an age increasingly dominated by the internet and social networking, and with faster broadband speeds, it is inevitable that web-based learning is 'much sought after by students' (Chang, 1999). Some evidence also suggests it can lead to improved performance. Bartini (2008) used web-based tutorials for a group of Child Psychology students; on-line material included quizzes and

comprehensive instructional material. In this study, compared to a control class of students who did not have these resources, students in the 'web enhanced group' achieved a higher exam score. Again, for an Aston MSc cohort, the use of technology is a feature they embrace and can add value to the student-learning experience

## **Future Development**

Students appear to have responded very positively to these innovations and it is intended to build on these initiatives further. For the MSc Marketing Module in 2011/12 it is proposed all lectures will be Aston Replay recorded and available on Blackboard™, thus presenting a complete suite of lecture and tutorial material. In addition, consideration is now being given to use Illuminate Webinar Software to move the actual tutorial themselves onto a live web format, offering on-line individual interaction between Tutor and the student cohort.

## **Bibliography**

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Example used with Postgraduate Students on BMM601: Marketing Management

**Appendix 1: Traditional Module Structure**

<b>Week</b>	<b>Lecture 1 hour 30 minutes duration (approx)</b>	<b>Syndicate 1 hour 30 minutes duration (approx)</b>	
1	Marketing in the Modern Organisation		
2	The Marketing Strategy Process	Introduction to case study analysis in Marketing	
3	Market Dynamics and Competitive Strategy	Syndicate Groups(1) Present & Discuss Kingsford Case Study	Syndicate Groups (2) Syndicates Prepare Kingsford Case Study
4	The Organisation and its Customers	Syndicates Prepare EasyJet Case Study	Present & Discuss Kingsford Case Study
5	Market-Led Innovation	Present & Discuss EasyJet Case Study	Syndicates Prepare EasyJet Case Study
6	The Market Offer	Syndicates Prepare Xelibri Case Study	Present & Discuss EasyJet Case Study
7	Marketing Communications	Present & Discuss Xelibri Case Study	Syndicates Prepare Xelibri Case Study
8	Pricing and Distribution Strategies	Individual Study	Present & Discuss Xelibri Case Study
9	Course Review	Revision	
10	EXAM	EXAM	