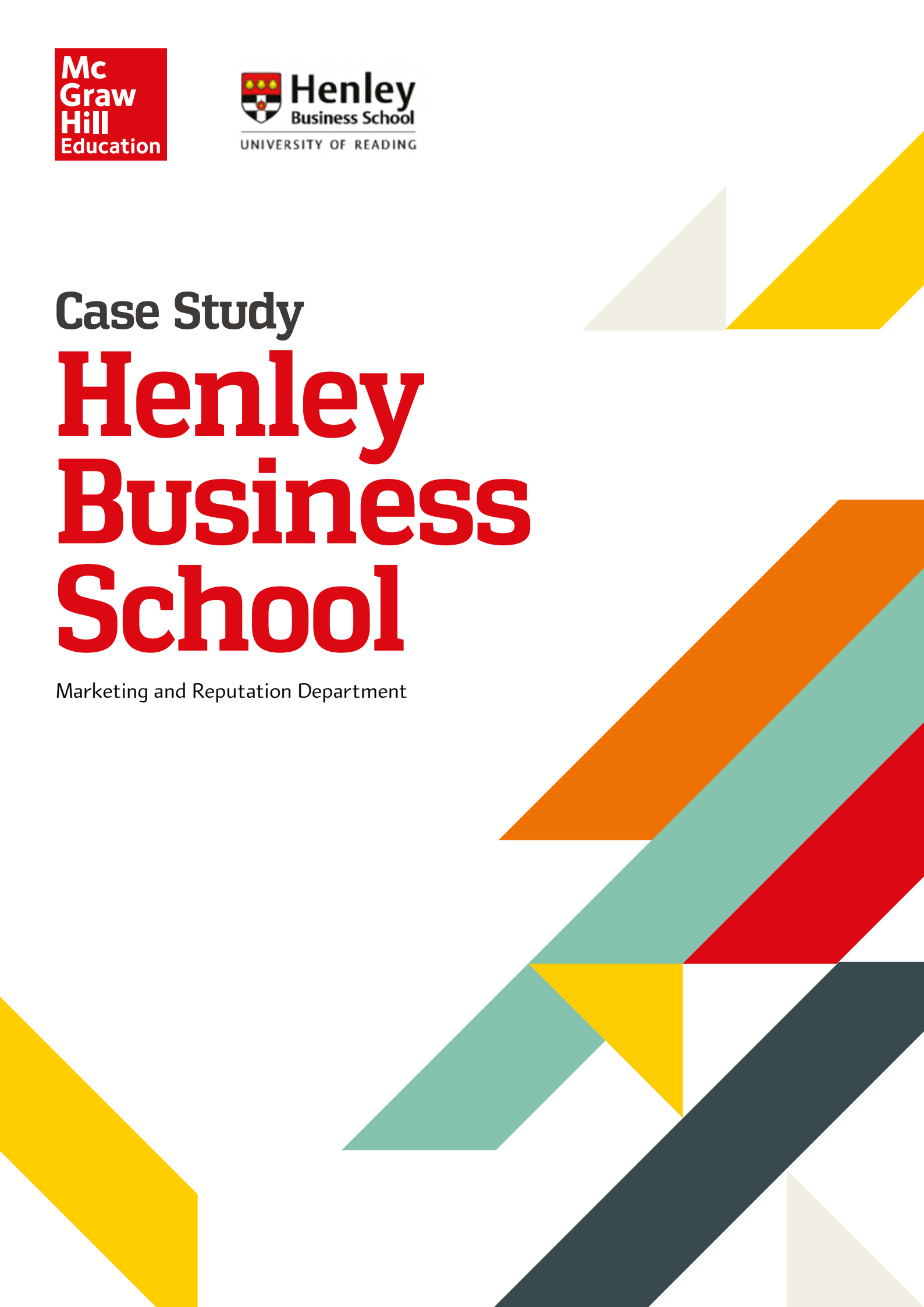




Case Study

Henley Business School

Marketing and Reputation Department



About Henley Business School

Adaptive learning solution from McGraw-Hill Education supports innovative teaching programme to engage marketing students at Henley Business School

Established in 1945 as part of the University of Reading, Henley is among the top 1% of global business schools and one of the few worldwide to hold triple-accredited status from the three major awarding bodies. It has over 70 years' experience in developing managers, with research underpinning its strategy and feeding directly into its teaching at every level.

While Henley's core expertise is based in the UK, the School has associates in over 20 countries around the world, along with established partnerships with a wide range of global organisations, providing an international dimension to its research activities and outputs. It attracts staff and students from over 100 countries around the world. There are six departments within the School, of which Marketing and Reputation is one of the largest.

Case Study Facts

Course:

Marketing Management (UG) and Principles of Marketing (PG)

Number of Students:

200

Instructor:

Dr Irute Daukseviciute

Credit Hours:

20

Digital Product in Use:

Connect® and LearnSmart®

Case Study Terms:

2014/2015 (without Connect) and fall 2015/2016 (with Connect)

Program in Use:

Principles and Practice of Marketing by Jobber/Ellis Chadwick

The Challenge

Dr Irute Daukseviciute is a Lecturer in Marketing and MSc Marketing Programme Director at Marketing and Reputation, offering academic leadership and practitioner expertise in the fields of strategic marketing, customer management, digital marketing and reputation management. She teaches both undergraduate and postgraduate students, mainly large classes between 80 and 200 students. “I have to meet several criteria in my teaching,” Dr Daukseviciute explains. “Firstly I need to offer students interaction and engagement, secondly to encourage continuity of study outside the lecture theatre, and thirdly to make it enjoyable.”

“In general I am technology-driven and am always thinking of ways to innovate and provide a better experience to my students. One of Henley Business School’s key objectives is to provide innovative teaching and we consequently use an eclectic mix of teaching and learning methods to achieve this. Any opportunity to enhance the experience and environment for our students with exciting new technology is therefore always of interest. We also want to be doing things first and doing them successfully.”

The Solution

Dr Daukseviciute saw a perfect opportunity to offer something innovative and helpful to her ‘digital native’ students with McGraw-Hill Education Connect – a digital teaching and learning environment that saves students and instructors time, while improving performance over a variety of critical outcomes. It supports students by helping them to test their understanding as they go, building confidence and knowledge every step of the way. Sitting within Connect is LearnSmart® – an interactive study tool that adaptively assesses students’ skill and knowledge levels to track which topics students have mastered and which require further instruction and practice. Based upon student progress, it then adjusts the learning content based on their knowledge strengths and weaknesses, as well as their confidence level around that knowledge.

“Students are so individual that their teachers need to use a combination of resources,” continued Dr Daukseviciute. “In the past students using keyboards in the classroom were a minority, but now that ratio has completely reversed and, in the main, students now expect technology, rather than a book.”

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The Results

“The adoption of Connect has been significant to HBS and supported my efforts to keep learning fresh and exciting, while supporting different learning needs. It allows me to be more of a coach, a moderator and a facilitator. Teaching is no longer about one-way communication – teachers don’t just deliver information, they facilitate discussion. The system is also saving me time and effort because I can use the built-in question bank to help prepare exams and mock tests, along with weekly quizzes to help with revision. The interface is good, well designed and easy to navigate.

“Connect also makes students engage. I think there is often a perception that incorporating technology will take time and be a hassle. It’s really not like that.

“We have had really positive word of mouth from students because Connect really fits in with their life style, which is technology-led and makes their learning journey more enjoyable. By making learning interactive, and fun, it also improves their motivation. Also, because this is adaptive technology that challenges students with questions in line with their capabilities, I have found that their depth of knowledge and understanding improves too. There’s a synergistic effect.

“Although it is fairly early days for us, I have already seen some amazing results, particularly among our undergraduates.

“In one of the courses I taught to undergraduates I noticed that in the multiple choice section of the exam around 70% of students gained a distinction, and in the essay section there were more merits after using Connect. A year before using Connect, the average mark was 57%, whereas it’s now in the high 60%. Albeit that was with a different cohort and lecturer, but nevertheless I would definitely put some of that improvement down to Connect.

“It certainly fits the bill for me. I always say that coming to a lecture now feels like coming to the theatre – it’s a performance. Students need to be entertained, so sometimes I like to ‘put on a show’ and Connect really helps with this, allowing me to set quizzes easily, as well as using mini case studies and videos, to further help develop student understanding and application.

“Overall my experience has been very positive and I can see so much potential for the future.”



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