

# MyStrategyExperience

## EDUCATOR TESTIMONIAL UNIVERSITY OF WARWICK

**COURSE:** 200+ Masters Students per year across module sizes of 30 students at Warwick in UK, Turkey, Hong Kong, Thailand, China and India

**USED SINCE:** 2014

**SUMMARY:** The simulation was run during intensive 5 day courses, with groups of students in 6 countries. Students worked in groups during all phases, creating a competitive learning environment.

**SUBMITTED BY:** Nigel Brennan, Warwick Manufacturing Group

### What challenge or problem did you hope MSX would solve?

Previous student feedback highlighted that they would value a simulation experience to enable them to put into practise the concept and principles they were taught during their intensive 5 day course.

As module designer and deliverer I recognised that the module content needed to be real-world and stimulating to remain engaging.

My aim was to:

1. Increase student engagement and satisfaction and place immersive content within the module.
2. Provide an enhanced mode of information delivery in recognition that chalk and talk and powerpoint delivery, to a passive audience, do not represent the most effective way to impart information.
3. Improve employability rankings.
4. Enhance intellectual ability.
5. Enable an opportunity to improve team working and problem solving skills.

### How do you use MSX with your students?

- The simulation was run during intensive 5 day courses in modules globally.
- Students worked in groups during all phases, including the Boardroom phases, creating good group dynamics and a competitive learning environment.
- Testbank quizzes were in groups, and were highly enjoyable, very competitive and entertaining. Each assignment takes approximately 1 hour to complete with 10 questions.

### What benefits have you seen from using MSX?

- Student employability rankings have increased.
- Module satisfaction has improved.
- Intellectual ability and stimulation has risen.



*This is the closest we have come to a real-world environment application of the theory and concepts that we've been taught.*



- Students have engaged with a perceived 'real world' situation to apply their learning.
- Students were removed from a typical classroom environment into a blended delivery model.
- Portability and consistency of resource delivery provided opportunity for Module Lead to develop other areas of module.

### Other comments?

Feedback from one module group was 'This is the closest we have come to a real world environment application of the theory and concepts that we've been taught'. This feedback is typical of feedback generally from across modules.

As well as supporting the students with a blended mode of learning, it has supported me as Module Lead in enhancing the quality of my delivery and increasing my knowledge of how to dovetail taught concepts with a simulation environment.

The training and support given by Pearson has always been professional and prompt either by phone or email, from wherever I was in the world.