

University of Strasbourg, France

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LEARNING OUTCOME

MyStrategyLab use at the University of Strasbourg has **increased student engagement in the course** and improved their understanding of the subject. The students agree that **MyStrategyLab has helped them learn.**

Course

Strategic Analysis

Textbook in use

Exploring Strategy, customised version, 2010
Johnson, Whittingdon and Scholes

Type of data collected

Lecturer observation, student feedback

Data collection period

2011

Course design

EM-Strasbourg Business School is part of the University of Strasbourg, France. It offers several master and executive programs in management. Its Program Grande Ecole (PGE) is a prestigious master-level program in management that is organised over three years. This program has approximately 300 selected students in the first year. Because of its location at the historical heart of Europe, EM-Strasbourg Business School offers courses in three languages: English, French and German. As a result, many courses are duplicated with a different teacher for a specific language.

Assessment

Online tests, class participation and a final exam.

Implementation

My objective was to ensure a convergence between the content and methods used for the first-year strategic analysis course of the PGE Program, as this course was being taught by 3 teachers: 2 colleagues (1 for the French track, and 1 for the German track) and myself (for the English track). In early 2011, we found that a Pearson strategy book, which already existed in French and English, would soon be published in German as well. Therefore, I led my teaching team to embark on the acquisition of a new customised support for our course: the MyStrategyLab

platform and its related customised book in three languages. In so doing, we were the first international business school to lead such an initiative!

The course was organised in 8 groups (some in French, others in English and the remaining in German). We first had to prepare different online tests in 3 “course matrixes” (one course for each language). This part was especially time consuming for the French and German courses, as we had to translate all the selected questions, which only existed in English on MyStrategyLab. After this first preparation, I then duplicated each “course matrix” into as many new courses as was needed for a particular language. This led to the creation of 8 online courses, each with a proper language and specific course ID.

In a first session with the students, we presented MyStrategyLab and helped the students to register in their dedicated course. Each group registered on the platform with a unique access code rather than an individual code for each student. We then distributed an agenda to all students with the different tasks they were expected to do along all the course sessions.

Students were expected to read a book chapter or a case study and to answer some questions online before each course session. As the eText of the book on MyStrategyLab was only available in English, the

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customised book was necessary for German and French groups. For each question in a test, students had a maximum of 3 attempts, after which they could see their final score. The teachers then had to collect the grades the day before a course session and prepare a short adapted feedback for those questions where many students had given incorrect answers. This procedure allowed us to make the course sessions more interactive and more specifically adapted to students' needs. The scores of these online tests were part of the students' course evaluation, along with class participation and a final exam, which was also organised on MyStrategyLab. For this exam, we took the database of online questions used during the course as a pool among which some 15 questions would be randomly selected for each student. This proved to be very convenient, as it both prevented students from cheating and enabled lecturers to quickly obtain the final scores.

Course results

Used in combination with a customised book and a well-planned pedagogic sequence, MyStrategyLab proved to be very useful in enriching the students' learning process. My discussions with colleagues led me to conclude that, although the course was more time consuming to follow up, the students greatly benefited from the pre-tests made possible on MyStrategyLab. In a way, it has forced students to learn by themselves.

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In a student questionnaire, the majority of students agreed that MyStrategyLab was easy to use. They also agreed that MyStrategyLab had helped them to better understand the lectures and to prepare for their exams. It is therefore not surprising that the majority of students elected that they would recommend their instructor continue to use MyStrategyLab.

Conclusions

My colleagues and I agree that our students have greatly benefited from MyStrategyLab, and have a more mature knowledge of how to deal with strategy in comparison to previous years. As this is recognised by the students themselves, some colleagues teaching other courses have started to ask me for more explanations about MyStrategyLab, as have some colleagues from other schools too.