Making students love tutorial preparation work:

The role of case video quizzes

UNSW SYDNEY | Australia's Global University

UNSW | AGSM Business School

I love teaching cases!

- Active problem-based learning
- Encourage critical thinking
- Develop problem solving skills
- Apply theory to business practice

But I have a problem…

- Each case: 15-30 pages read, Harvard cases
- Only 30-40% of students read the case before coming to the class.
- In-class case discussion: around 30% of students actively participated.

What could be the solutions?

- Blame students
  - Their motivation problem
  - Solution: carrot vs. stick
- Blame myself
  - Case materials are not engaging enough
  - 15-30 pages read, with many pages not very relevant
  - Over 90% students are not native English speaker
  - For those who read the case, they do not have leftover time/energy to think about discussion questions

MARK5700 Digital uplift project

- Produced case videos and interviews
- Project team: me, Imogen Waugh, Ava Parsemain, and Emily Simmons from PVC Education
- Goal: make tutorial preparation engaging

Case videos

- More dynamic and interesting
- Have a good story line
- Have debatable issues
- Align with my weekly course topics
- Introduce Australia contexts and business
- Track students preparation

Cases	Weekly topics/knowledge	Debatable issues
Patagonia, Week 1	What is marketing strategy?	Business profits vs. corporate responsibility for environment protection
Pink Tax, Week 2	Market segmentation	Company transparency; Pricing fairness vs. profit; corporate responsibility for gender equality
iSnack 2.0 Vegemite, Week 3	Targeting	Who owns the brand?
NAB campaigns, Week 4	Differentiation	Authentic vs. perceived differentiation; responsible business practices
Dove, Week 7	Positioning	How to establish emotional connection with consumers?
Marketing Australia, Week 8	Finance and marketing; marketing metrics	How to calculate ROI for a marketing campaign in short vs. long term?
Starbucks Australia, Week 9	Local vs. global marketing	Should marketing strategy be the same or different for different markets?

Case videos example: Vegemite in Moodle quiz, page 1

Quiz navigation

i 1 i 2 i 3 i
4 5 6

Finish attempt ...

Start a new preview

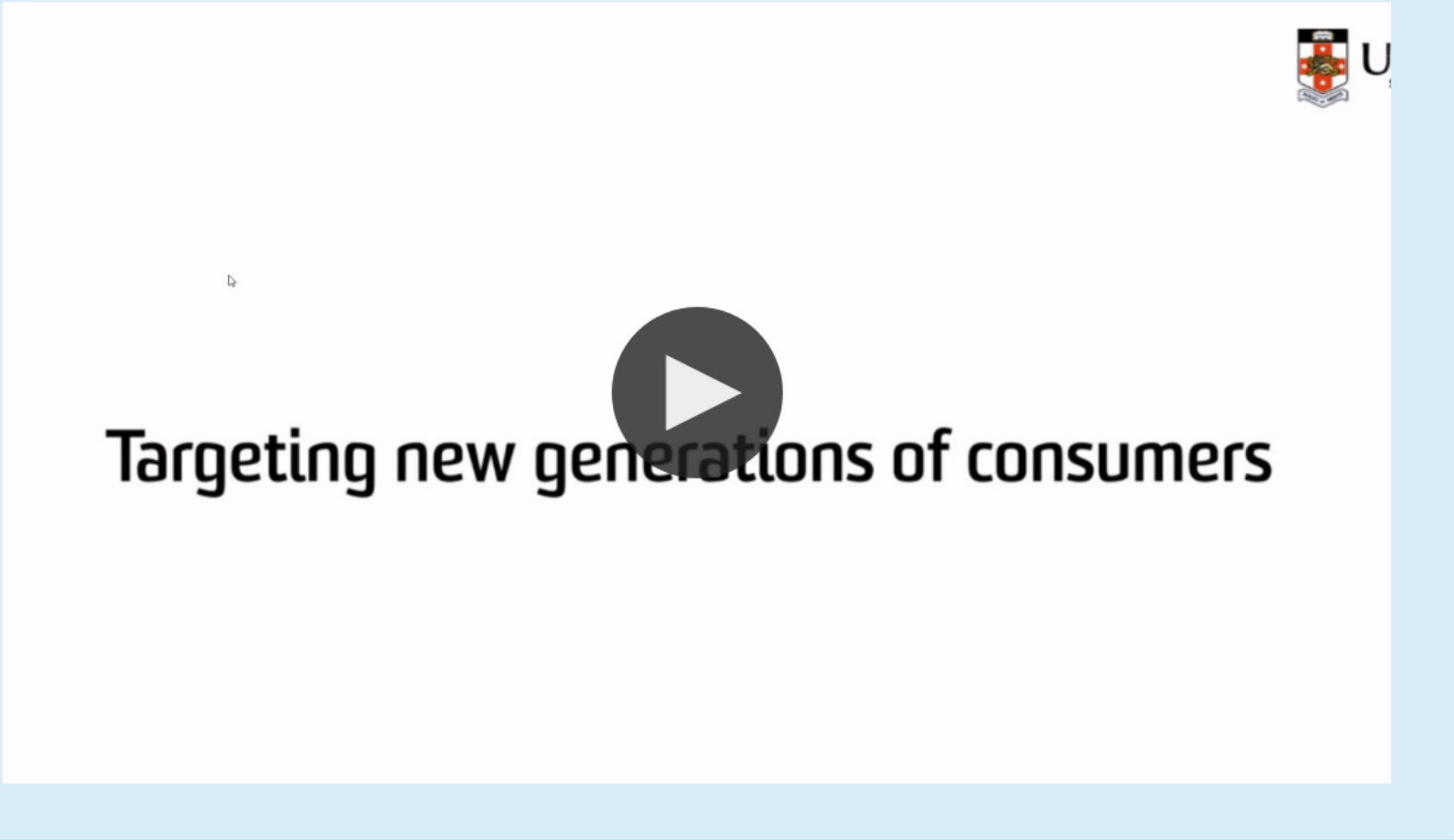
You can preview this quiz, but if this were a real attempt, you would be blocked because:

This quiz is not currently available

Information

Flag question

Edit question



UNSW | AGSM Business School

Case videos example: Vegemite in Moodle quiz, page 2

Quiz navigation

i 1 i 2 i 3 i 4 5 6

Finish attempt ...

Start a new preview

You can preview this quiz, but if this were a real attempt, you would be blocked because:

This quiz is not currently available

Question **1**

Not yet answered

Marked out of 1.00

Flag question

Edit question

Can you think of some reasons for Vegemite's declining sales?

Font family | Font size | Paragraph

Path: p Words:0

Previous page **Next page**

UNSW | AGSM Business School

Case videos example: Vegemite in Moodle quiz, page 3

Quiz navigation

i 1 i 2 i 3 i 4 5 6

Finish attempt ...

Start a new preview

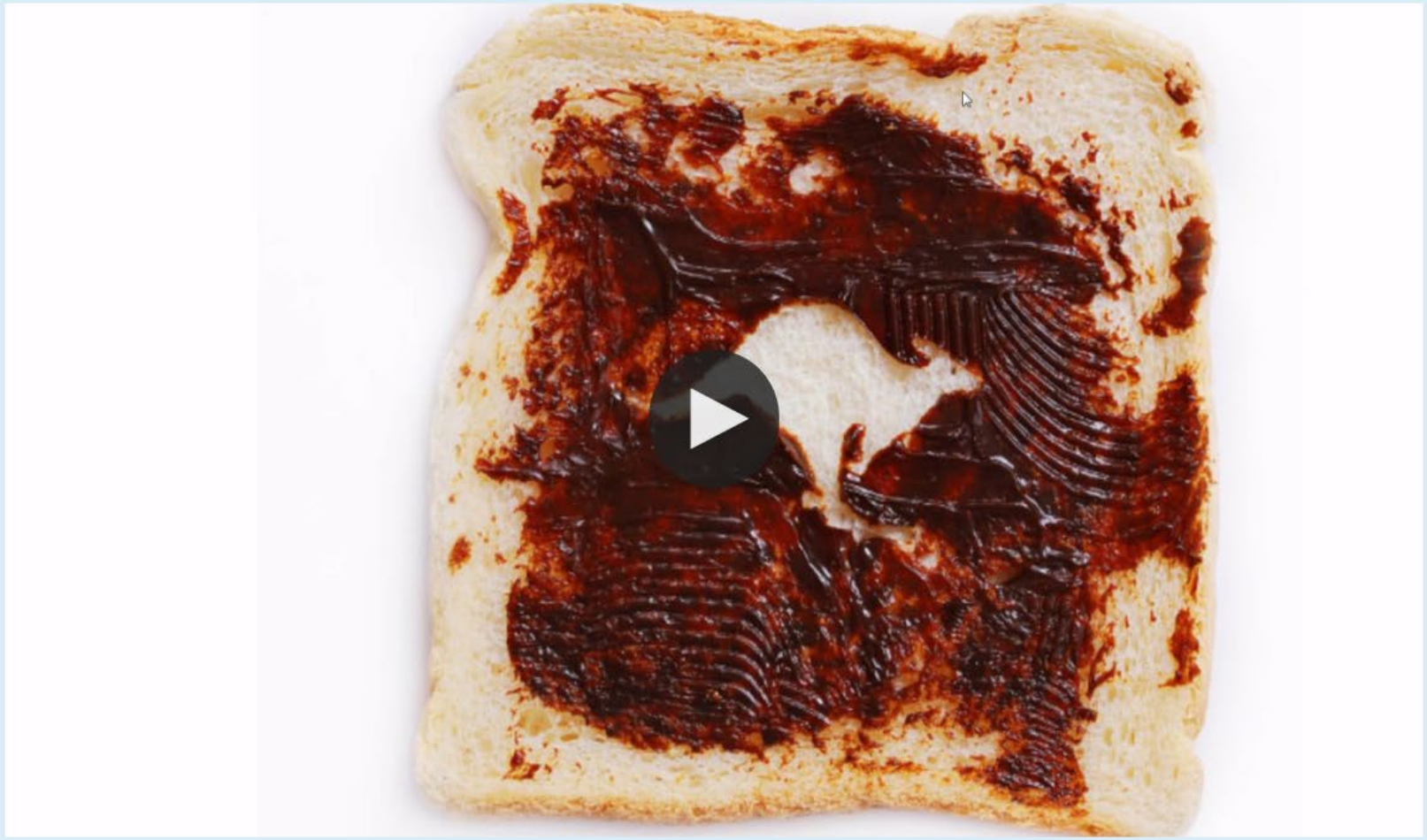
You can preview this quiz, but if this were a real attempt, you would be blocked because:

This quiz is not currently available

Information

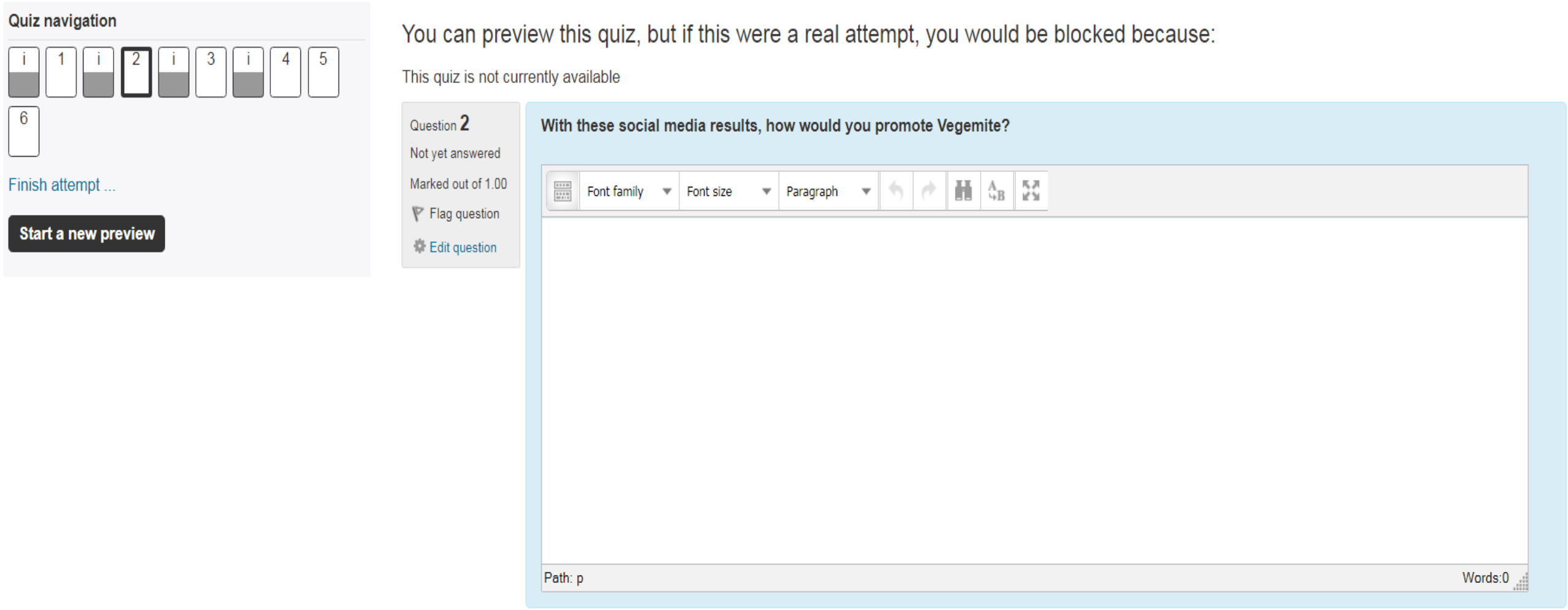
Flag question

Edit question



UNSW | AGSM Business School

Case videos example: Vegemite in Moodle quiz, page 4



UNSW | AGSM Business School

MARK5700 case 7 quizzes summary

	Video segs	Total mins	# of questions
quiz 1 Patagonia	4	9	7
quiz 2 Pink tax	3	6.5	11
quiz 3 Vegemite	4	11.5	6
quiz 4 NAB Australia	2	8.5	6
quiz 5 Dove	4	8.5	7
quiz 6 Marketing Australia	3	5	5
quiz 7 Starbucks Australia (borrowed)	1	7	8
Total	**21**	**56**	**50**

3-4 difference video segments

- Scaffolding the case: intro, problem 1, problem 2, problem 3, etc.
- The case depth and width progressed from video segment 1 to 4

Tutorial case discussion teaching plan

- In-class participation: 20% of course credits in T2 and T3 2019
- 0-5min: the opening question, student reactions to the case
- 5-30min: focus on case problem solutions, additional debate and discussion questions
- 30-80min: group activities; in-class mini presentations
- 80-110min: experts' interviews, student reactions
- 110-120min: career questions

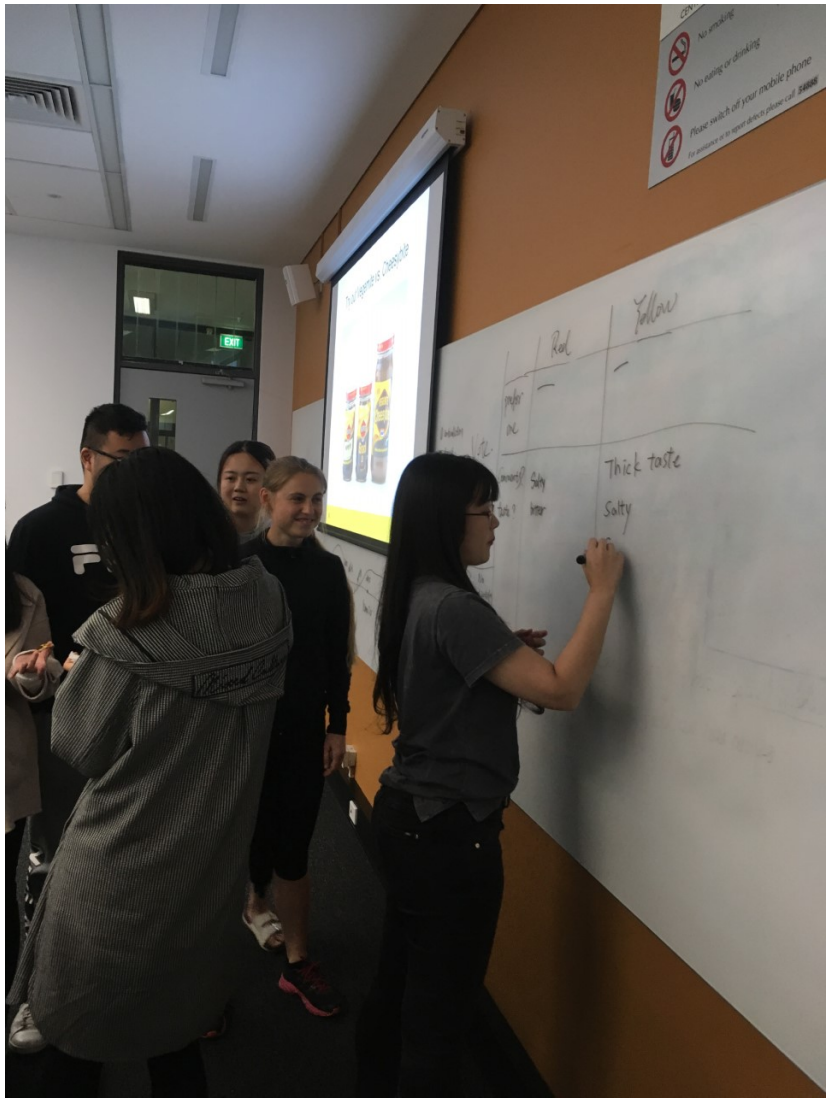
Week 3 Vegemite case in-class discussion questions

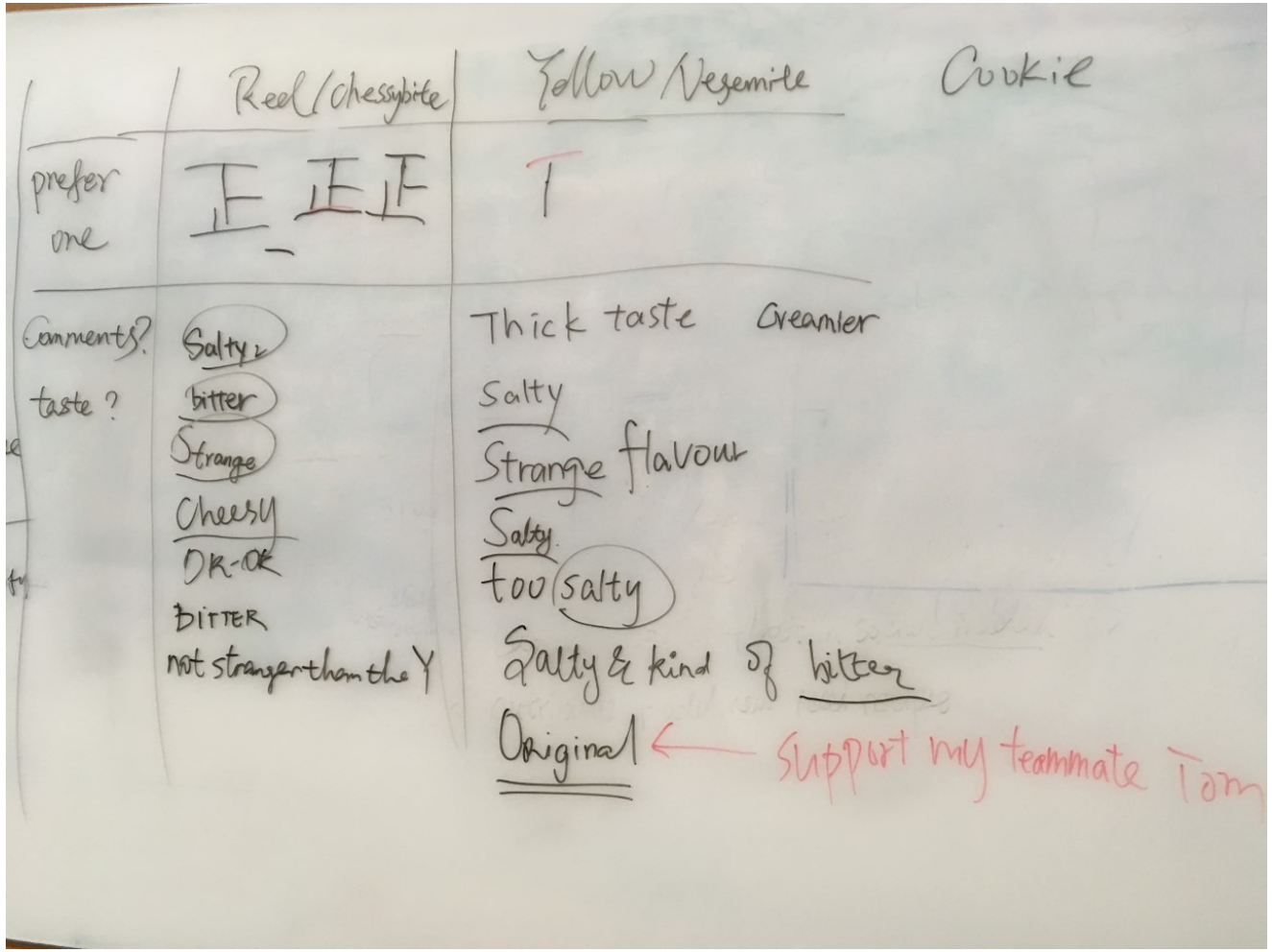
1. What are the core brand associations of the Vegemite brand? Which actors and events played a key role in developing these associations?
2. What are the pros and cons to revitalise the iconic brand Vegemite?
3. Why iSnack 2.0 name campaign failed?
4. Do you think the iSnack 2.0 event is a planned public relations event? Please give reasons.
5. What are the advantages and disadvantages of extending Vegemite product line?
6. What is brand extension? What are the factors influencing the success of brand extension?
7. How to make a social media campaign successful? What does not work in social media?

Vegemite tutorial activity: blind taste

UNSW | AGSM Business School

Vegemite tutorial activity: write thoughts about the tastes

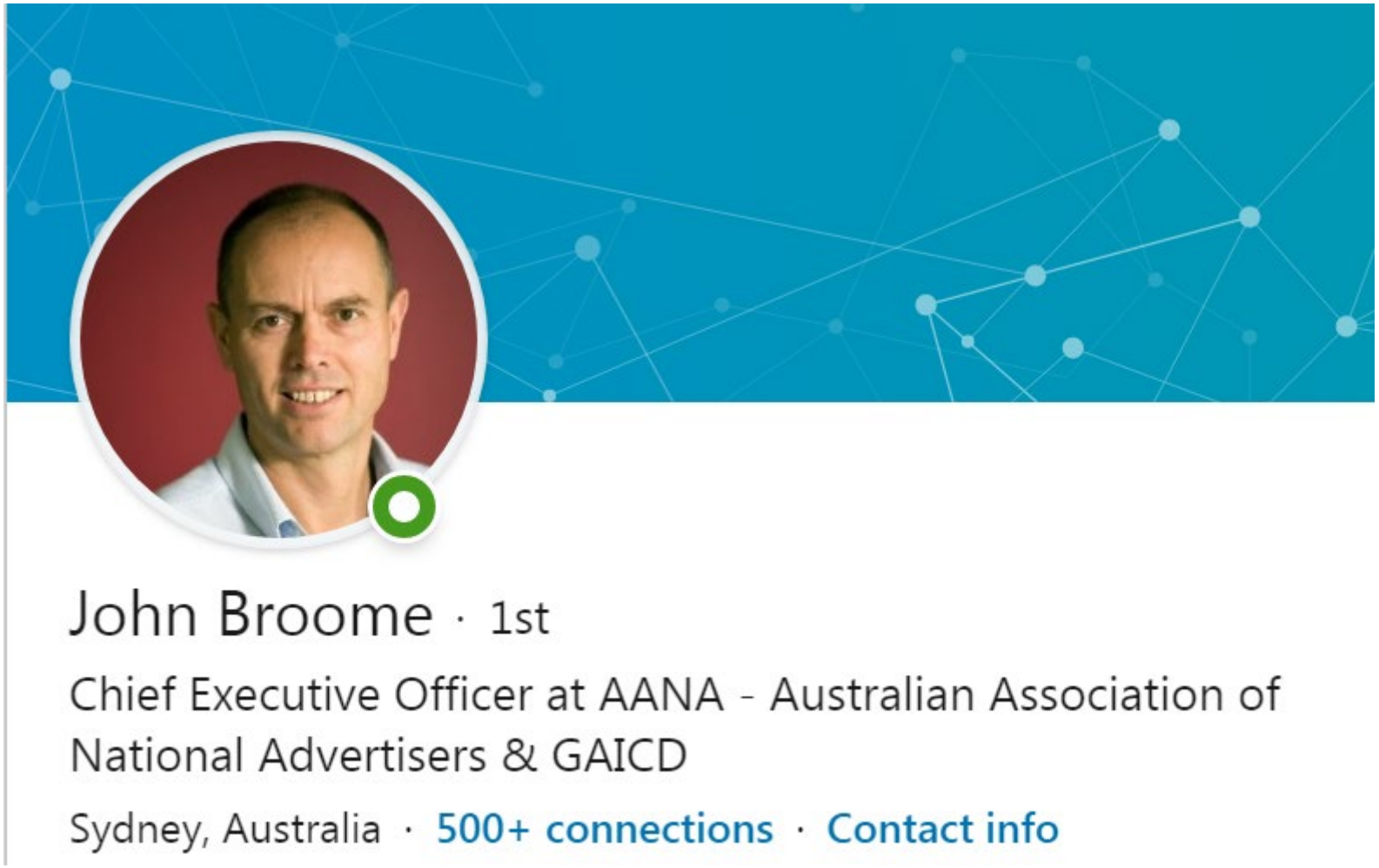




UNSW | AGSM Business School

Cases	Expert Interviews (around 10 min interviews; only show in class)
Patagonia, case 1	Scott Matyus-Flynn, Partner at Republic of Everyone
Pink Tax, case 2	Marina Go, Non-executive Director at 7-Eleven, PwC Diversity Advisory Board, Energy Australia, etc.
iSnack 2.0 Vegemite, case 3	Mark Baartse, Chief Marketing Officer at Showpo
NAB campaigns, case 4	Raymond Chan, Head of Asian Desk at Morgan Financial Limited
Dove, case 5	John Broome, CEO at Australian Association of National Advertisers; Former Vice President Marketing ANZ at Unilever
Marketing Australia, case 6	Practice Professor Nico Chu, former President at HotelClub
Starbucks Australia, case 7	Professor Paul Patterson

John Broome interview



John Broome interview

Unilever
1 yr 3 mos

Business Leader, Foods & Refreshments & VP Marketing
Jul 2016 – Mar 2017 · 9 mos
Sydney, Australia

A hybrid role that couples commercial responsibility for the Foods (Savoury, Spreads) and Refreshments (Ice cream, Hot & Cold Tea) categories (approx. 50% of total Unilever ANZ) with the CMO responsibilities of the ANZ business.
Prior to the role being made redundant and hence the relatively short tenure , the key achievement was driving the Foods business and Unilever's biggest brand, Continental, back into growth after 5 years of continuous decline. See less

Vice President Marketing ANZ
Jan 2016 – Mar 2017 · 1 yr 3 mos

CMO for the ANZ business leading a 50+ person marketing team and c$170m A&P budget. Prior to joining, these responsibilities had been divided between two VPs and were brought together in one role at the beginning of 2016.

The Outcome

UNSW | AGSM Business School

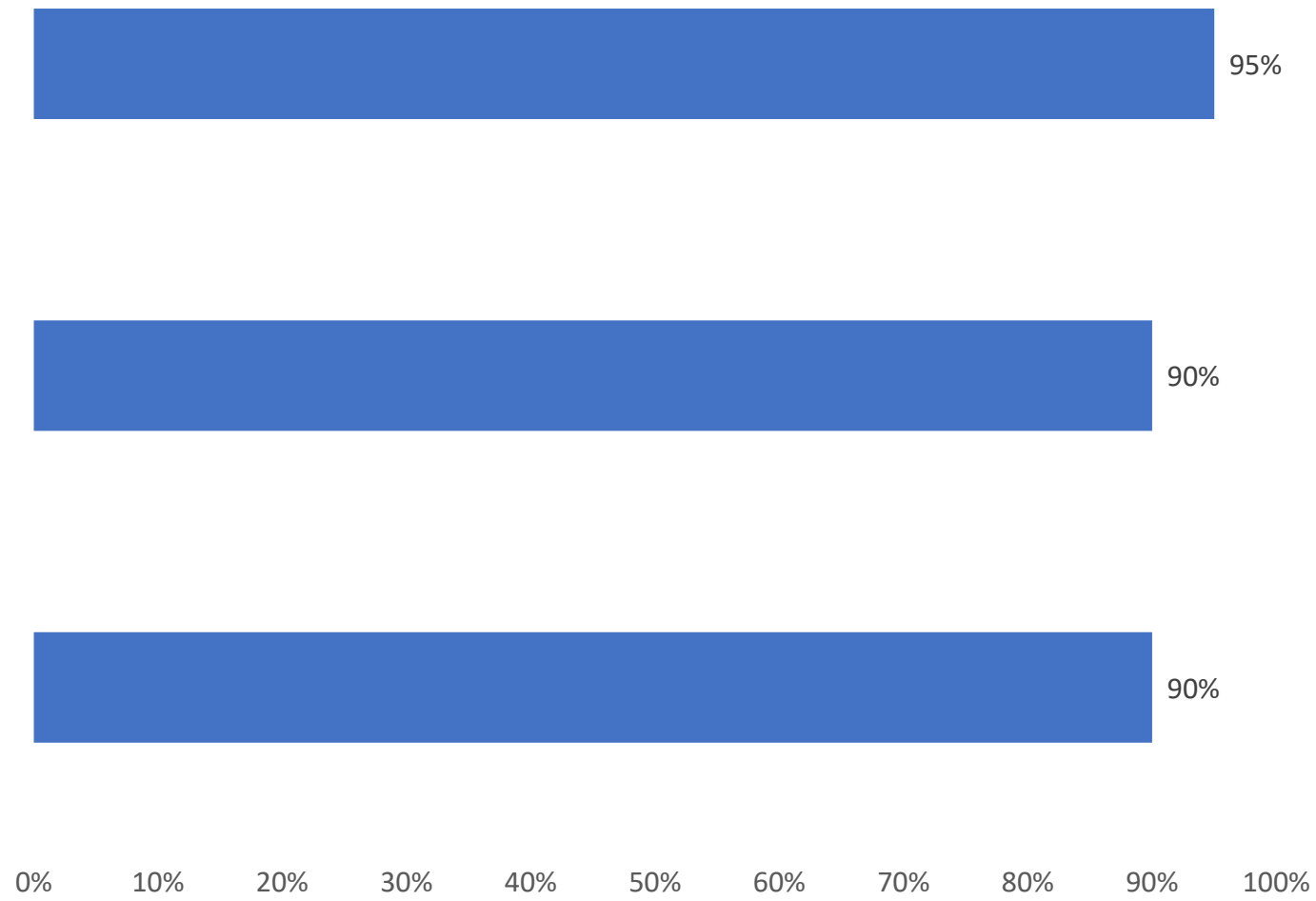
MARK5700 case quizzes completion rate

	19 T2	19 T3
quiz 1 Patagonia	92%	87%
quiz 2 Pink tax	95%	93%
quiz 3 Vegemite Australia	98%	97%
quiz 4 NAB Australia	99%	94%
quiz 5 Dove	93%	99%
quiz 6 Marketing Australia	94%	97%
quiz 7 Starbucks Australia	92%	97%
Average across 7 quizzes	**95%**	**95%**

Class participation feedback

- Each student receives a class participation mark and a 1-page feedback letter in week 5 for Week 1-4 class participation performances
- Letter templates are shared among teaching teams: high, medium, and low participation marks

MARK5700 case videos students mid-term feedback



Students agreed that the case video quizzes were very engaging

Students agreed that case videos quizzes help them prepare for and enable them to participate in the tutorial case discussions

Students mentioned that the case videos and case discussions were the best features of the tutorials

UNSW | AGSM Business School

MARK5700 case videos students feedback: More confident class participation

In the tutorial, we discussed the Patagonia brand and their contribution to improve the environment. Professor Veronica Jiang made the session really interactive by trying to involve as many students as possible in the discussion and took the effort to personally interview people who have good knowledge on the case. I am a student who understands content better by watching videos than by reading the same content. These videos helped me understand the case properly, which gave the introvert me the confidence to speak out in the class and put forth my point of view. Henceforth, I would appreciate if we could get more such videos explaining us about different important concepts. Similar interactions in the coming weeks is all I expect from the tutorial sessions.

MARK5700 case videos students feedback: Video quizzes are more interesting than reading

Plus, Veronica's videos are so useful. The videos definitely help a lot. It's quite difficult and boring to read though so many articles before the class, especially for international student whose mother language is not English. Hence, videos can totally help me understand the cases in a more efficient way and increase my willingness to prepare for the classes.

MARK5700 case videos students feedback: Video cases help me prepare

I think completing the quizzes and watching the video before class really allows us to participate better in class. I can't just imagine being able to participate better without doing the prior preparation. Besides, the video cases are not that long and are very interesting making it enjoyable to do.

MARK5700 case videos students feedback: Video cases improves critical thinking skills

my critical thinking skills from these case studies. Lecture and tutorial contents are very much aligned together which makes it easier for me to understand and also in the class discussions tutor's and lecturer's engagement with the other students were phenomenal. Interesting study contents increased my curiosity to discover more in my learning. Valuable individual feedback was given from our tutor and it was very insightful and specific.

MARK5700 case videos students feedback:

Manager interviews are insightful and connect theory to practice

I really enjoyed the practical focus of the course, especially all the interviews Veronica did with experts from the economy. I think it´s very interesting to get to know their opinion and attitude towards theory and the case studies. My learning is improving because of connecting theoretic models with practical insights. Now it´s easier for me to understand and apply the marketing techniques and tools to the marketing plan.

I really like the practical focus, especially the opinions of experts that are presented in videos. Furthermore, I enjoyed to get to know several Australian companies and their challenges.

MARK5700 case videos students feedback: Understand Australian business

I can know many brands in Australia, which is unfamilar for me. I also know some professional acknowledge,which is useful for my future work. i think some cases in this course are very interesting, for example, I like Starbucks case analysis. I have a clear understanding for why there are less stores in Australia. it's my confusion when I get here.

MARK5700 case videos students feedback:

Increases my interest to Marketing a lot, considering to do Marketing PhD

I was pretty lucky to have my professor Veronica as my tutor as well. She was very helpful and she was very encouraging. She brought me out of my comfort zone and I feel a lot confident now.
This course actually brought more interest in me to take up marketing as my stream of work. And I am actually even starting to do a PhD in marketing. That's the extent to which I was impressed with the course.

MARK5700 case videos students feedback: myExperience survey

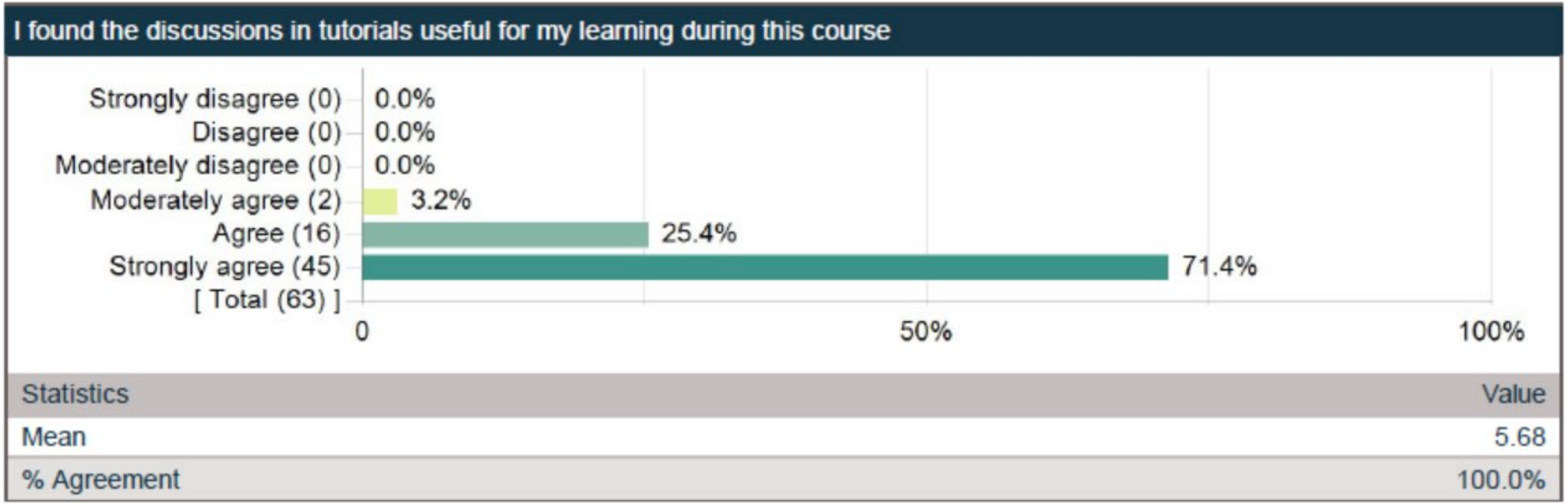
- What were the best things about this course?
- Over **70%** students mentioned:

“weekly case videos”, “interesting quiz”, “interactive case discussions”, “case videos super useful”, “real-life cases and interviews”

  - mentioned by 71% students in T2, 72% students in T3
  - myExperience survey response rate: 57.7% 2019 T2, 60.7% 2019 T3

MARK5700 case videos students feedback: myExperience

I found the discussions in tutorials useful for my learning during this course

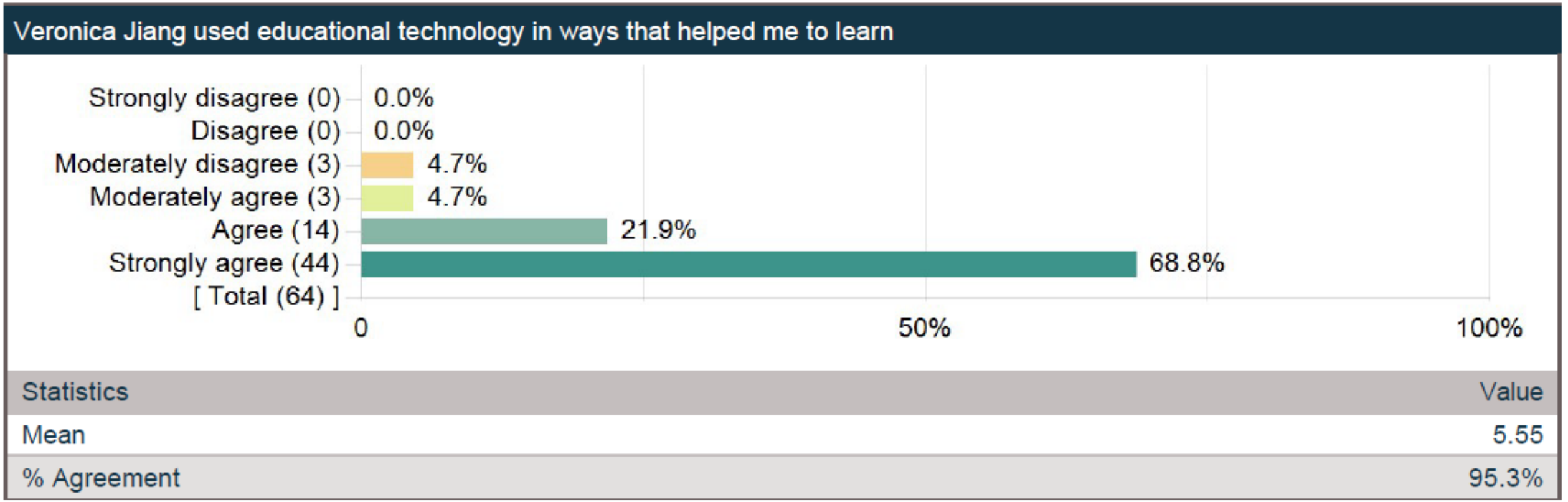


Statistics	Value
Mean	5.68
% Agreement	100.0%

UNSW | AGSM Business School

MARK5700 case videos students feedback: myExperience

Veronica Jiang used educational technology in ways that helped me to learn



Statistics	Value
Mean	5.55
% Agreement	95.3%

UNSW | AGSM Business School

Case video quizzes take-aways

- Case videos are dynamic and engaging
- Students find case video quizzes interesting to complete
- Pre-tutorial preparation rates increased from 30% to 95%
- In-class participation rate increased from 30% to 90%
- Industry expert interviews gave students loads of insights
- Introduce Australia contexts and business
- Track students' pre-tutorial preparation

Case video quizzes future changes: format

- Should I change to Discussion forum format?
  - Students can view and rate others' answers 30 mins after they submit their own answers
  - To facilitate class discussion before tutorial
  - Tutors give feedback to 5 students' answers each week, and every student can see the feedback and improve next week

Case video quizzes future changes: video

- Moodle quiz videos problems:
  - have low resolution currently. How to insert HD version into Moodle quiz?
  - How to have video full screen option?
- Re-do the videos: remove me presenting. Thus the case videos can be used by other lecturers
- Subtitles imbedded or separate?
  - Moodle quiz: utilize separate cc files
  - Manager interview: subtitles imbedded

Case video quizzes future changes: cases

- Update cases: add new case development as new video segments
- In Moodle quiz, tutors can give feedback to 5 students' answers each week, thus every student receive quiz feedback by Week 5
- Write and publish relevant Australian cases

Case videos process

1. Story board: me
2. Story board with basic pics and video materials: Ava
3. Video shooting for the story scripts in UNSW PVCE media room: Ava and Imogen
4. Someone make drawings and animations
5. Sent story board and materials to video editor: Frank
6. I reviewed the videos made by Frank and sent Ava my changes and Ava sent Frank the changes: 2-3 rounds of iteration
7. Upload videos to Moodle: Imogen