

Application Form

Innovative Teaching Award 2024¹

APPLICANT
Name (incl. academic degree/s): Dr. Jelena Cerar
Department (in German): Welthandel Department (in English): Global Business and Trade
Academic unit: Institut for International Business (AE Nell)
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Members of the working group, if applicable²:
GENERAL INFORMATION
Course level master's
Course number: 4919
Semester: SS 2023
ECTS credits: 2
Course title: The Power of Experimentation in Multinationals
Further information on the course: (e.g. number of students, prior knowledge of students, position in the curriculum/program) 28 students, hard skill course in the CEMS program
If applicable links to the course's online environment: Here you can provide the jury with links to the contents of your course's online environment for review.

¹ Courses held during the 2023 calendar year (summer semester 2023, winter semester 2023/24) are eligible for the 2024 Innovative Teaching Award. Courses held over two semesters (WS 2022/23–SS 2023) can also be nominated.

² Please name all the people involved in the development of the course design. (ATTENTION: only people with teaching activities at WU or the Executive Academy in listed semesters are eligible.) The people named in this field will also receive the award in case of a successful application.

Information on application

Please use the template on the following pages to describe your course. The application should not exceed a maximum of 5 pages (excluding appendix).

In part 1, please insert a short description of your course design (maximum of 180 words). If your course design is selected for the award, the short description as well as the application form will be published on the WU homepage and in the Teaching & Learning Academy.

The detailed description of your course design (part 2) is divided into three parts:

- Section 2a is intended to give the jury an overview of your course.
- In section 2b we would ask you to elaborate on the teaching methods and didactic elements.
- Section 2c is intended to highlight the innovative nature of your course in relation to this year's focus of the award.

The questions mentioned in each section are intended to support you in the description of your course design.

Please complete the template directly in Microsoft Word and send it as a .doc or .pdf file to lehrenundlernen@wu.ac.at by **January 29, 2024**.

1. SHORT DESCRIPTION OF THE COURSE DESIGN (max. 180 words)

If your course is selected for an award, this text will be published on the WU website along with the submitted application form.

When it comes to trying out new business models, improving customer experience or developing new products in multinationals, even the most experienced managers get it wrong. They discover that intuition, experience and big data alone do not really work. What does? Running disciplined business experiments.

This course guides students through best practices in business experimentation and illustrate how these practices work in some of the leading companies, such as Amazon, Booking.com, Microsoft and others, which run thousands of different controlled experiments annually and engage millions of users.

The course addresses some fundamental questions regarding experimentation in multinationals, such as:

- What makes a good business experiment?
- How to run experimental tests in online and off-line business models?
- How to build a culture in companies that supports experimentation?
- How the future of experimentation in multinationals will look like and why we need to start preparing for it?

The course was a last year's finalist for the Teaching Innovation Award by the Academy of International Business, the most prestigious teaching award in the international business domain.

2. DETAILED DESCRIPTION OF THE COURSE DESIGN

2a.) Overview

- What are the learning outcomes to be achieved by the students?
- What are the content elements of the course and how is the course structured?
- What are the elements on which the final grade is based?
- What kinds of peer learning and student collaborations are integrated in your course design?

Upon successful completion of this course, students will:

- Develop skills necessary for designing and implementing business experiments through peer learning.
- Gain familiarity with different business segments where experimentation is a suitable approach for testing and problem-solving.
- Understand various ways to foster an experimenting organization that places experimentation at the core of its innovation process, leveraging peer collaboration.

Learning Outcomes:

- **Skill Development Through Peer Learning:**
 - Collaboratively design and execute business experiments in small groups.
 - Engage in peer discussions to evaluate the strengths and weaknesses of different experimental approaches.
- **Business Segment Familiarity:**
 - Identify business segments where experimentation is a relevant and effective problem-solving approach through group discussions.
 - Apply experimentation principles to specific business scenarios through peer-reviewed case studies.
- **Organizational Innovation and Peer Collaboration:**
 - Understand the principles of developing an experimenting organization through collaborative group discussions.
 - Analyze how experimentation can drive innovation within an organization, fostering peer learning and knowledge exchange.

Course Structure:

Session 1: Introduction to Business Experimentation

- Course overview and objectives with emphasis on collaborative learning
- The rationale behind the effectiveness of experimentation
- Essential skills for running successful business experiments, learned through peer discussions
- Conducting experiments in an online environment
- Case study examples: 3M Post-it Notes and Experimentation in Sport (analyzed in peer groups, and then discusses with the whole class)
- Homework: Case study solved in peer groups (for the first part of the grade): Which experiment is better and why? Comparing different experiment using fuel additives to reduce operational costs of the company

Session 2: Organizational Cultures and Case Studies

- Discussion about the homework case study
- Participation in a specially designed experiment for this class and discussion in peer groups about shared experiences
- Organizational cultures conducive to large-scale experimentation
- Operating model of true experimental organizations
- Lessons from Multinational Corporations (MNCs) utilizing experiments shared through peer dialogue
- Homework: Case study solved in peer groups (for the second part of the grade): Booking.com's operating model, experimentation process, and culture

Session 3: Becoming an Experimental Organization

- Discussion about the homework case study
- Experimentation within MNC organizations discussed in peer groups
- Addressing arguments against experimentation through collective insights
- Future of experimentation explored collaboratively
- Preparation for final peer-group assignment
- WU Experimental lab visit, structured as a collaborative learning experience

Session 4: Final Assignment Preparation

- Peer discussions focused on the preparation of final assignments
- Feedback from one per group to another
- Detailed feedback from the professor for each of the peer group projects

Session 5: Final Assignment Presentations

- Final assignment presentations designed as a culmination of peer collaboration and shared knowledge

Grading: Assessment is based on both individual and team performance, with an emphasis on the collaborative nature of peer learning. Assignments with Percentage of Total Grade:

- Active Participation in peer discussions and case study analysis: 15%
- Case Study 1 (Group Assignment): 20%
- Case Study 2 (Group Assignment): 20%
- Group Final Assignment - designing an experiment through peer collaboration: 45%

Final Grade Criteria: 90 - 100: 1 (Excellent); 80 - 89: 2 (Good); 70 - 79: 3 (Satisfactory); 50 - 69: 4 (Pass); Less than 50: 5 (Failed)

Peer Learning and Student Collaborations integrated into the class:

- Course objectives and discussions are designed to emphasize collaborative learning, fostering a shared understanding of business experimentation.
- Regular peer discussions, especially during case study analyses, provide students with diverse perspectives and insights, enhancing their understanding of real-world applications of experiments.
- Group homework assignments encourage students to work in peer groups, sharing experiences and collectively solving problems.
- Peer feedback is incorporated at multiple stages, from homework case studies to the final assignment, promoting a culture of constructive critique and continuous improvement.

2b.) Teaching methods

- Which teaching methods do you use to help your students achieve the intended learning outcomes?
- What methods do you use to support student collaboration and enable peer learning?
- Why did you choose this/these particular method(s)? What specific advantages does it/do they offer in your teaching? What do your students learn through the use of this/these method(s)?
- In which way do the students benefit from the teaching methods used in the course?

The course employs a multifaceted approach to teaching, incorporating lectures, in-class and homework case analyses, an experimental lab visit, participation in experiments, and a team research experimental project. This diverse set of methods aims to achieve a holistic learning experience for students.

Peer learning and collaboration are actively supported through group discussions during case analyses, group homework assignments encouraging students to collectively brainstorm and find solutions, WU experimental lab visit strategically structured to facilitate collaborative learning experience, and team research projects. These methods are chosen to foster teamwork, communication, and the exchange of diverse perspectives among students. Moreover, the incorporation of peer feedback at various stages cultivates a culture of constructive critique and continuous improvement.

The chosen teaching methods offer several advantages, including active engagement, practical application of theoretical knowledge, diversity in learning approaches, and the development of critical thinking and decision-making skills, which are especially important when designing experiments in business settings. The emphasis on real-world application, through case analyses, lab visits, and an experimental project, ensures that students are well-prepared for the challenges they may encounter in business experimentation.

Students benefit from these teaching methods by gaining a comprehensive understanding of business experimentation, cultivating peer learning and collaboration skills (which are especially important when designing experiments, as they usually require several people with different skills and opinions), and being ready to apply their knowledge in real-world scenarios. The interactive nature of the course provides students with a dynamic and engaging learning environment, contributing to their overall learning experience and preparedness for practical challenges in the field.

2c.) Innovative character of the course

- Which didactic elements of your course design do you consider particularly innovative with regard to the focus of this year's award "Peer-Learning: Innovative ways of promoting student collaboration"?
- In which ways can your course design be adapted for other courses? Which didactic elements of your course can also be used in other courses?
- Which elements could be improved/reconsidered in further editions of the course?

The course incorporates innovative elements within the realms of contemporary topics and teaching methodologies. Firstly, it responds to the global need for aligning student skills with employer demands, emphasizing experimentation skills relevant to today's business environment. The course goes beyond traditional business education, focusing on a data-driven mindset and hands-on experimentation knowledge. The integration of real-life business experiments and the development of skills needed for designing and running experiments contribute to a unique and forward-thinking teaching approach.

Secondly, the course adopts novel teaching methods that extend beyond theory and lecture-based formats. The inclusion of a visit to an experimental lab, hands-on participation in experiments, and a research project where students design a business experiment for a chosen company sets it apart. The emphasis on experiential learning practices, active learning approaches, and the application of knowledge in real-life scenarios positions the course as innovative in delivering practical, impactful learning experiences.

The course design offers versatile didactic elements that can be seamlessly adapted for a variety of other courses. The emphasis on hands-on participation, within group discussed and solved case studies (both inside and outside the class), and collaborative project-based learning can be integrated into business, management, and research-focused courses, providing students across diverse academic disciplines with practical skills and real-world application. The pedagogical methods, such as incorporating real-life examples of experiments and fostering an experimental and causality-driven mindset, are transferable to different fields, enhancing student engagement and learning outcomes in a wide range of academic contexts. Overall, the course's didactic elements offer a flexible and scalable framework that can be applied to enrich the learning experiences in various academic settings.

For further editions of the course, ensuring the continuous relevance of case studies and experimental projects are of great importance and could be constantly improved. Regular updates to align with emerging business trends and technological advancements (such as e.g., AI and Machine learning) would enhance the course's effectiveness and maintain its innovative impact.

Note: By sending the application form and documents, the applicant confirms that the course design has not received any other awards or grants.

Attachment: Please attach evaluation results, if available.

Offene Frage - "What I especially liked about the course:"

The professor is amazing. She is very thorough and interacts with all students.

- interactive atmosphere - good discussions

Professor committed and engaging, interactive approach

The course is very interesting and engaging. Topics are relevant and improved my impression about doing experiments in companies.

Positive atmosphere in class (thanks to the professor), relevant and novel examples (real companies, examples from the recent years), adequate workload, interesting to follow

-interactive professor -interesting topic

Very interactive course with interesting topics.

Practical examples from the real (business) world Blocked format

very interactive, good explanations for complicated terms

I really liked that even the theoretical classes were interactive, and the whole course is practical so we can learn a lot.

Block-Style, Transparent Grading, Well-explained, Practice-oriented

The interactive format of the class, it was an interesting discussion rather than a frontal presentation by the professor.

I quite enjoyed this course, it was a nice way of combining practical and theoretical knowledge.

The teacher is really passionate and the course content is interesting.

I really liked the practical approach of the course as most of the times courses just focus in theory.

The ability to express myself and to ask the questions I had.

I liked how the content was explained by Ms. Cerar in a simple and clear way, I really liked how the cases were analysed in class, also the structure of the courses, open communication was fostered

Practical aspects of the course. Lab visit to know how exactly experiments are being conducted.

the practical experience and explanation of the real experiment, which makes it easier to understand the core concepts The professor is very approachable and willing to help her students with anything that is unclear.

I liked the fact that it was a block course, it let me stay concentrated and stay in the topic. I liked that the class was interactive, the content was to the point and had many examples, the class felt practical. Good that vocabulary of probabilities etc was reviewed, made the class very accessible. I did not like the jokes but it was efficient because I am always late and I came on time every class. I did not like the experiment because of how it made me feel, but i think it was interesting to participate in one to get deeper insights (and it was not mandatory so it is not a problem that you ran it).

How interactive it was. It was not too much theory, although I would have needed some more for the design of the experiment.

I like that the course is very practical and dynamic. I like the professor and how she conducted the course.

CHANGE LOCALE

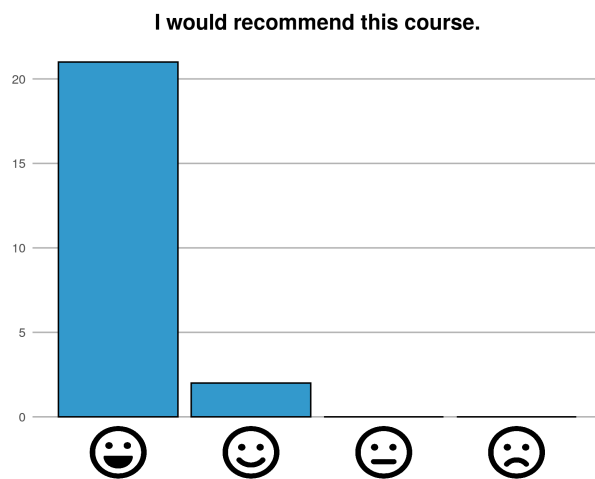
WU VIENNA

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Evaluierungsergebnisse der LV 4919 The Power of Experimentation in Multinationals im SS 2023 unter der Leitung von Dr. Jelena Cerar

Ausgefüllte Evaluierungsbögen: 23

Weiterempfehlung

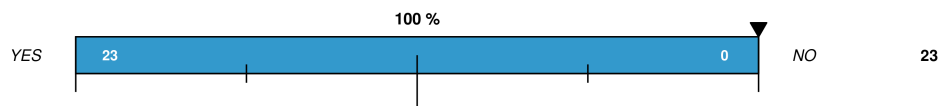


Anforderung

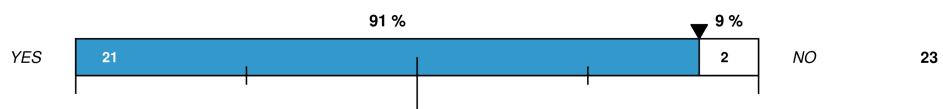


The course

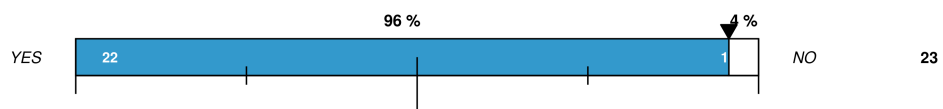
The course is well and clearly structured.



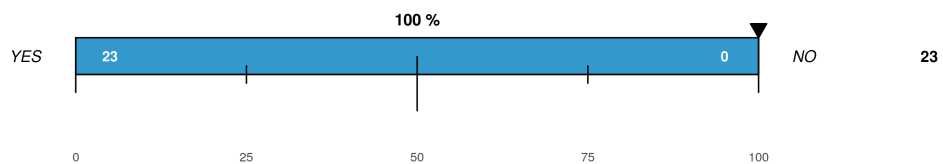
The course relates to my other courses.



The objectives of this course were clear to me from the beginning.

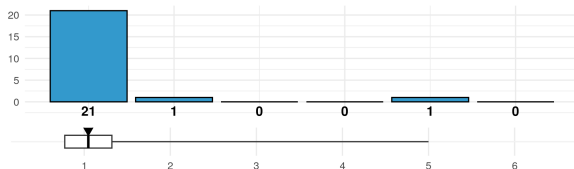


The design of this course is appropriate for the group size.

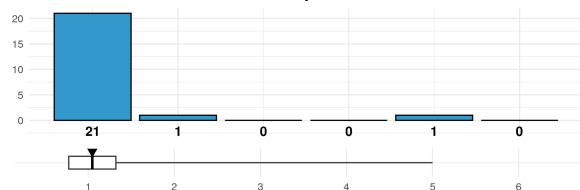


The instructors

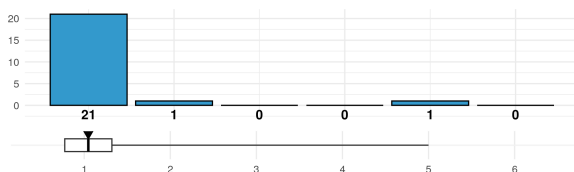
The instructors have, according to my impression, strong expertise in their field.



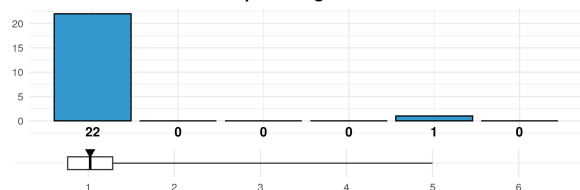
The instructors treat me with respect.



The instructors explain the subject in an accessible manner.

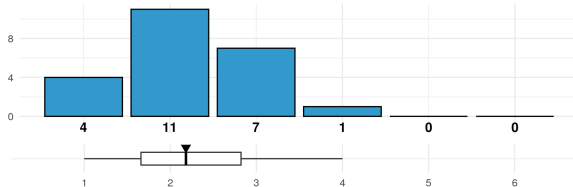


The instructors have adequate English skills.

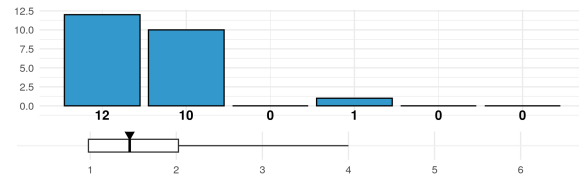


The students

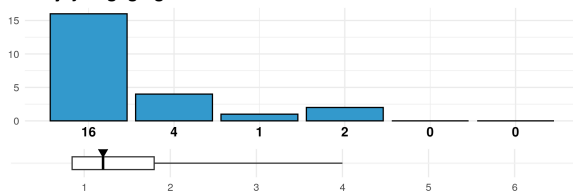
I prepared before class and reviewed my notes afterwards.



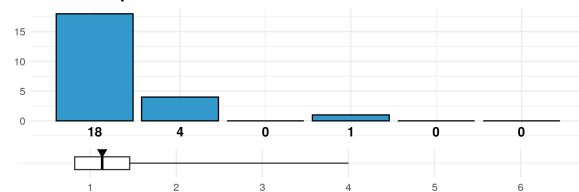
I can give an overview of the content covered in the course.



I enjoy engaging with the course content.

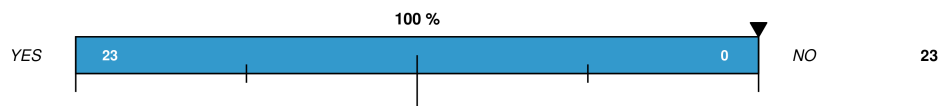


I feel like I profit from what I learned in this course.

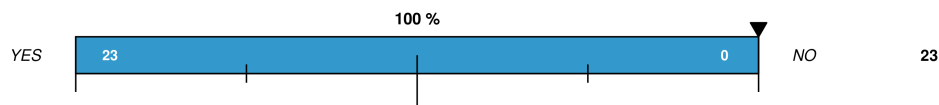


Assessment and feedback

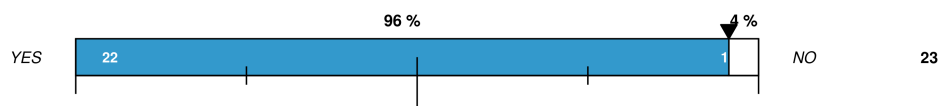
I am familiar with the assessment criteria applied in this course.



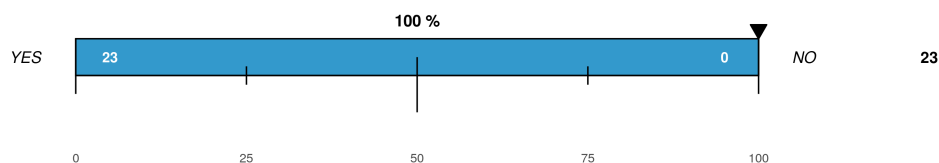
Performance requirements seem appropriate for the course's learning objectives.



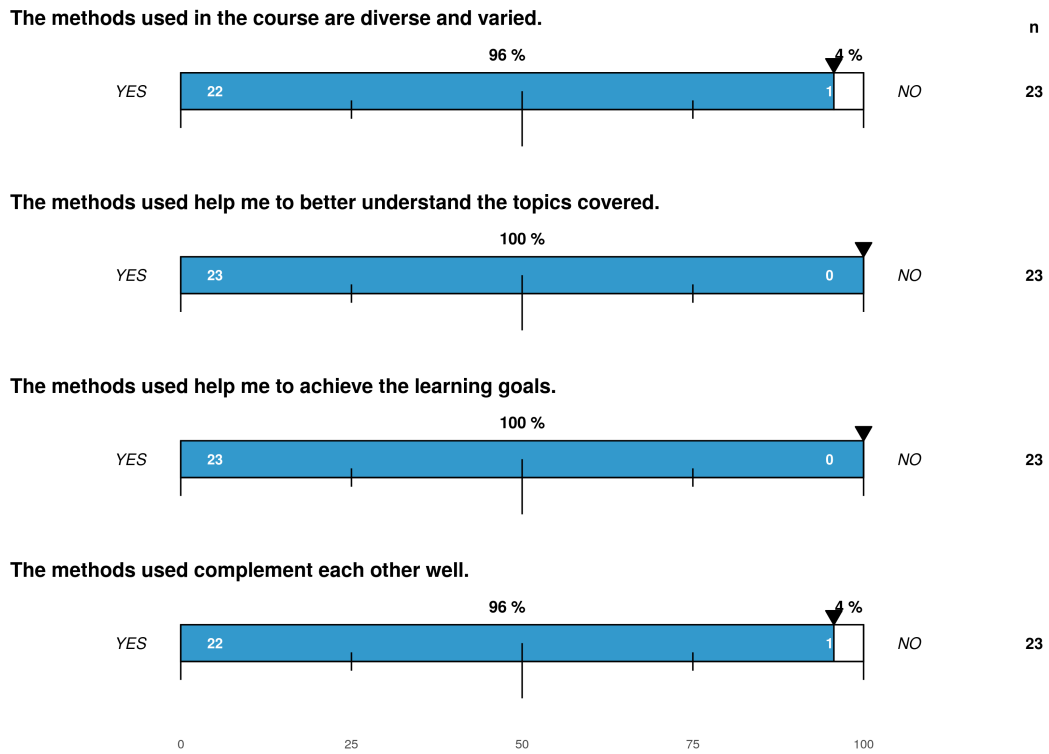
Assessment criteria appear transparent and fair.



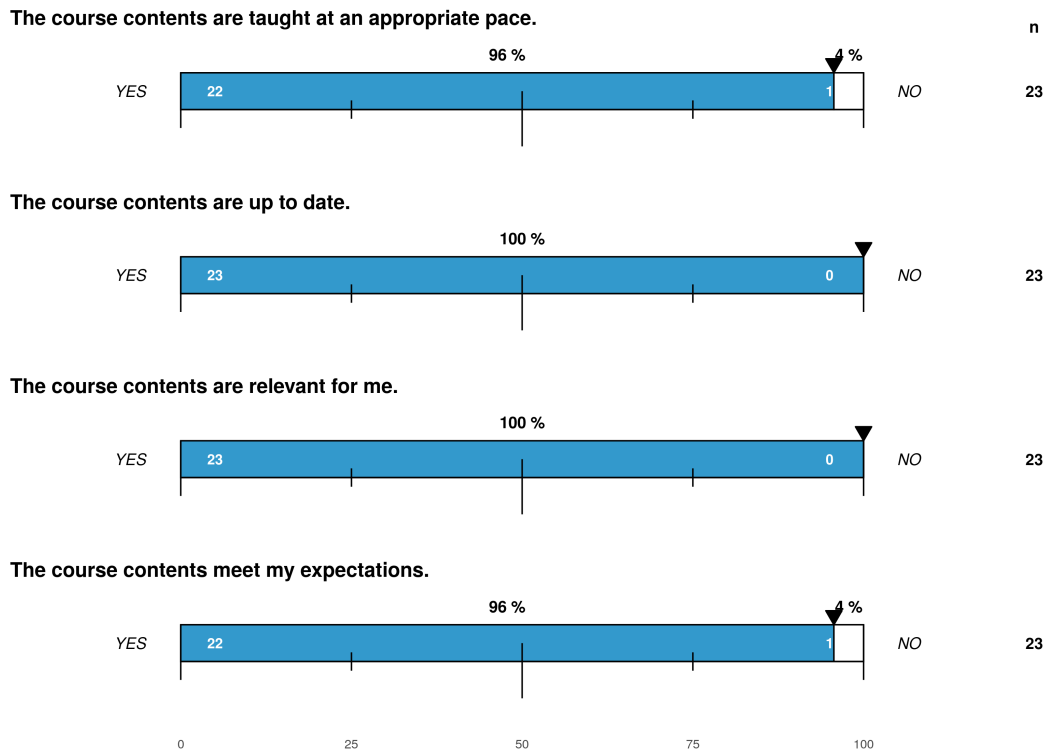
I receive helpful feedback on my performance.



Methods



Course contents



Gender:

