

Application Form

Innovative Teaching Award 2019¹

APPLICANT
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Members of the working group, if applicable ² :
GENERAL INFORMATION
Course level bachelor's
Course number: 1983
Semester: WS 2018/19
ECTS credits: 5
Course title: Special Topics: It´s about Time
Number of students in the course: 16
Further information on the course: (e.g. prior knowledge of students, position in the curriculum/program) bachelors This course is one of several specialization courses offered to all students admitted to one of the Marketing specializations. Admission to these specializations ensures prior basic Marketing knowledge. There are no further prerequisites.

¹ Courses held during the 2018 calendar year (summer semester 2018, winter semester 2018/19) are eligible for the 2019 Innovative Teaching Award. Courses held over two semesters (WS 2017/18–SS 2018) can also be nominated.

² Please name all the people involved in the development of the course design. 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. 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 entered in this field will be published online in the Teaching & Learning Academy (TLAc) alongside with your application form.

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

- 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 the focus topic.

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

Please complete the template directly in word and send it as a .doc or .pdf file to lehrenundlernen@wu.ac.at by 10 February 2019.

This course aims to sensitize students to the omnipresence, theoretical basis and practical relevance of a critical component in all marketing and consumer decisions, that of time. To induce deep and practically relevant engagement, the course employs a novel assessment structure. Throughout, students self-identify and analyze relevant real world cases. In the last session, small groups of students present a business model canvass in which they translate the insights gained into a concrete business idea of their own making. An additional participation component ensures engagement with each others' and lecturer input. This is further fostered by brief case presentations, discussions and research-based exercises (e.g. replications of experiments).

The most innovative element of engagement and assessment unfolds in a final poster exhibition. Students need to demonstrate their broader understanding of the topic and its implications by presenting, defending and discussing their business model canvasses. This happens across multiple rounds with different audiences, only one of which includes the lecturer. This type of assessment requires integrative yet individualized learning, entails written and oral components and ensures that students learn from each other.

¹ Eingereicht werden können Lehrveranstaltungen, die im Verlauf des Kalenderjahres 2018 umgesetzt werden bzw. umgesetzt wurden.

² Bitte nennen Sie hier alle Personen, die an der Entwicklung des LV-Konzepts beteiligt waren. Die hier genannten Personen werden im Falle einer Prämierung mit ausgezeichnet.

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 it structured?
- What are the elements on which the final grade is based?
- Which forms of assessment are used and why did you choose these forms?

Learning outcomes:

After completion of this course students will...

- have gained an understanding of time as a social construction
- understand the role of time in consumer perception and behavior
- be able to develop and adjust offers and marketing strategies in accordance with these insights
- be able to transfer theoretical insights into managerial implications
- be acquainted with the tool of business model canvasses
- have practiced their skills in case analysis, teamwork, giving and receiving feedback, critical thinking and oral and written communication in English

Content elements:

This course aims to marry a research-led teaching approach with practical relevance.

Sessions are hence characterized by the following content elements

- Lecturing
- In-class discussions and exercises including in-class experiments
- Field research and case analyses
- Student presentations

Course structure:

This course is structured along different perspectives through which the key phenomenon, time, can be viewed:

- Organizational Issues & Introduction (including to the notion of business model canvasses)
- Time as a subjective experience
- Time as a promise or feature
- Time as a resource
- Time as a decision frame
- Time as a duration
- Poster presentations (of business model canvasses)

Assessment structure:

Assessment ensures deep engagement with the topic matter from theoretical and managerial angles:

- *50% Individual case analysis*
One self-identified real world case is presented in class and analyzed with regard to theories on time AND managerial considerations.
- *10% Observation protocol*
Brief real world cases are identified and described for all other classes in the form of an observation protocol.
- *30% Poster presentation*
Groups of students develop a business model canvass for their own business idea. This idea needs to be visibly based on the insights gained throughout the course and thus have a theoretical and market basis. Presentations happen in a multi-round poster presentation in which students present, discuss, defend and potentially even adapt their business models in response to a conversation with multiple audiences consisting of their peers and, in one case, the lecturer.
- *10% In-class participation*
tractability of performance is assured via name tags and constant note taking

2b.) „Teaching methods“

- Which methods do you use to support your students in achieving the learning outcomes? What purposes does the assessment fulfill?
- Why did you choose this/these particular method(s) and forms of assessment? 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?

This course deals with a subtle, yet powerful and omnipresent phenomenon – time and its perception. My aim is to sensitize students to the phenomenon’s power and omnipresence, to provide them with a multidisciplinary theoretical grounding of the topic (we covered insights from the natural sciences, sociology, philosophy and most of all psychology) and to help them realize how it affects them and markets. To this end, I opted to combine theoretical and experiential input that both I and the students themselves provided and to enhance it all with a layer of managerial relevance.

In the first session, I started out by involving students in the identification of concrete subtopics (via an anonymous online association task) which we jointly mapped onto a structure that I had developed beforehand (see course structure under 2a). Prior to the first session I had also developed an extensive literature base. Immediately after the initial session, I mapped select readings on the identified subtopics and shared the resulting structured list of selected readings with the students. In addition, the first session served to introduce students to key theories on time and the notion of a business model canvass which served as an assessment framework in the last session. I chose to use this canvas as an assessment tool for several reasons. First, it requires students to think about the topic in managerial terms. Second, it forces them to translate theory into practice. Third, it alerts them to feasibility concerns. Fourth, it requires them to adopt a multi-stakeholder view and fifth, it is a tool that students can now proudly put onto their CVs.

After the first session, students were thus primed with regard to core terms, the breadth of the topic and a timely managerial tool. Students also left with the knowledge that they would need to come prepared to every subsequent session and that this preparation would also have to happen via an open mind and an eye on the market. Specifically and for every session, students had to add an observation to an observation protocol. The observation had to relate to any element of a business practice, which fit to the broader frame of the upcoming class. This aimed to ensure enhanced engagement because every session now related to a personal observation. The in-class discussion and input served to help students see why the observed might make sense or not and it brought theory to live.

Once per term, every student also had to prepare a more extended case analysis which involved elements of a business model canvass and had to be presented in class. This aimed to help students better prepare for the final task but also served to enrich every class with cases that were relevant to the students (students nearly exclusively found examples of business practices or companies that are relevant to them). As a result, rich in class discussions frequently emerged and--something that in my experience does not happen too much with bachelor students--students asked questions of presenters. I further strove to increase the motivation to contribute in class via a small element of participation marks and by additional in-class exercises that preceded or followed theoretical input. Exercises that helped to demonstrate the power of a phenomenon (mostly simplified in-class experiments or online search tasks) preceded input, exercises that aimed to sensitize to boundary conditions, ethical implications or the transferability of insights (often small group exercises, role plays or an online collection of associations) followed after the respective input. At the beginning of each class I also revised the key insights together with the class. This too served as an opportunity to gain participation marks and thus also kindled students motivation to briefly look back at the last session prior to coming to class.

Overall this yielded an interactive class setting in which all students sometimes had to and always could bring in ideas, objections, or clarifying questions and where this was rewarded. In addition, this assessment and course design allowed students to realize the relevance of the input provided for both themselves as consumers and future business actors. It also yielded a setting in which key elements were repeated multiple times in different shapes and via different applications. Together this allowed for the internalization of key insights and for the development of a critical look regarding business and in particular marketing actions.

The final session of the course was designed to allow for a culmination of the insights gained and to ensure that students leave this course with deep insights and a broad mindset. The key to achieving this were students' presentations of their very own business model canvasses. Students had to prepare their own business model canvasses and they knew that they would need to present these with particular reference to theoretical insights about time. However, rather than sitting through a series of presentations, students had to prepare posters which depicted their canvasses. Rather than everyone presenting to the entire class with the discussion focusing on the lecturer and students not daring to provide anything but praise for each other, students had to present their canvasses to multiple audiences. In particular, there was a poster exhibition in which 3-4 groups presented simultaneously and the rest of the class was split into small audiences that went from presentation to presentation. This meant that every group had to present its business model multiple times. Notably, the word presentation does not quite capture what was actually going on. Student groups started by briefly sketching the bare bones of their idea and then a lively discussion started in which the audience posed clarifying questions, brought in new ideas, or highlighted potential pitfalls. I was only one member of one audience group and made sure to pose my questions last. My grading was based on the prepared business plan canvasses and the way the students tackled any feedback they received. Since each audience was small, I could also include a mini oral examination in which I probed whether students could make additional backlinks to theoretical inputs that we had covered throughout the term.

The reasons I opted for this poster exhibition format are manifold: First, it allowed for real discussion and an unobtrusive oral examination component. Second, it alleviated the pressure that is usually involved with exams or presentations. Third, it allowed students to creatively bring their ideas to life (and students made very good use of this). Fourth, it ensured that students would really engage with and learn from their fellow students. In the best cases and this was an unanticipated benefit, it even instilled an entrepreneurial drive in students. Some students left this course with the desire to put their theoretically informed business ideas into practice.

2c.) Innovative character of the course

- In which dimension of innovative assessment (see call section 2) do you place your submission?
- Which elements of your course design do you consider to be particularly innovative with regard to the focus of this year's award, i.e. innovative assessment methods?
- Transferability: In which ways can your course design be adapted for other courses? Which elements of your course can also be used in other courses?
- Which elements could be improved/considered in a second edition of the course?

It was the students' feedback about the course's innovativeness that induced me to apply for this award. The most innovative element of this course design is the eventual translation of theory into business model canvasses, which students present in a poster exhibition. Because students were prepared for this final assessment via the prior assessments (observation protocols and case study) I consider this application to fall under the category of "course designs that combine different, complementary types of assessment". The prior assessments ensured that students would broadly and critically engage with the subject matter and that they could thus have a clear idea when it comes to their own business model canvas. In-class discussions of the case studies also provided students with the necessary feedback to judge critical elements pertaining to the final assessment and they helped to deepen the theoretical understanding.

In addition, this course also falls under the category of "Course designs with assessment methods that take transferable skills into account". All of the assessments forced students to critically reflect on market practices. Notably, it did so in everyday settings, which helped students to improve their critical reflection skills outside of classroom settings. In addition, the course made sure that students had to comment on each others' ideas in the rather "save" setting of small (mostly student) audiences marching from poster to poster. It thus played into a facet of interpersonal communication skills that for the most part is not routinely practiced in in-class settings and it ensured that a particular focus is also put onto considerations of feasibility. Finally, the need to jointly decide on a business idea with team members that might not have known each other prior to the course also helped students to practice their teamworking skills. While many projects allow for a split of tasks the holistic nature of a business model canvas forces students to truly work together. Out of these skills, which the assessment structure necessitates, critical reflection is the skill I was most able to observe and it accounted for a part of the grade throughout all forms of assessment. Students knew about this because I stated this in the introductory session and because I reinforced it in all my verbal feedback (i.e. with regard to participation and case presentations).

This was the first time I thought of and tried this type of course design. Overall, I feel that this assessment strategy and course design has 5 key benefits: First, it allows for personal relevance and thus fosters student engagement. The fact that some students left with the thought of trying out their own little ideas was very rewarding. Second, it trains students' ability to critically reflect and translate even abstract theoretical insights into practical awareness and eventually practical solutions even in courses that are not about business model development. For example, philosophy's ideas on time are not immediately relevant to business students and yet via students own observations it was possible to make the link. Third, this general design and assessment structure could be applied to multiple phenomena and theories geared towards business studies; special topic courses but even core courses. For example, in marketing this could be courses on branding or communication. The main restriction is that the interactive course design does not allow for large classes. But class sizes of up to 30 are absolutely doable. Fourth, the poster element takes pressure from the students and provides them with creative room. It was inspiring to see the ideas students developed and the creative execution despite the given frame of a business model canvas. The poster presentation setting could be particularly attractive for students who for whatever reason struggle to present in a more formalized manner. Fifth, there is a lot of scope to further adapt and enhance this assessment format. In this initial try out of the format I was the person grading everything. As a result, there is potential to improve in particular with regard to the immediacy of the feedback of the observation protocols. It would have helped

students to receive weekly direct feedback rather than needing to judge the appropriateness based on the upcoming class and case presentations. In retrospect it would have been interesting to include peer assessment with regard to the observation protocols (it would have broadened students input even further and I have no doubt that students would have even enjoyed the opportunity to get these added insights and benchmark). One might also consider the inclusion of peer-feedback with regard to the business model canvasses. However, rather than having students evaluate each other it would be interesting to induce students to suggest improvements to what has been presented and then to have their peers evaluate the helpfulness and theoretical relevance. There is also the opportunity to add a final loop after the poster presentation that provides students with the chance to incorporate feedback received. All of these possibilities demonstrate the versatility of this general assessment structure and provide for opportunities to further improve it.

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.