WIRTSCHAFTS UNIVERSITÄT WIEN VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS

APPLICANT
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Members of the working group, if applicable[2]:
GENERAL INFORMATION
Course level bachelor's **Course number:** 4830, 0842, 0843 **Semester**: SS20, WS20/21, WS20/21 **ECTS credits:** 4 **Course title:** Marketing Research Methods
Further information on the course: (e.g. prior knowledge of students, position in the curriculum/program, number of students) The course covers the basiscs of the marketing research methods and statistics. In the current format and design the course was held 3 times: once in Summer Semester 2020 and twice (2 parallell tracks) in Winter Semester 2020-2021. – Prerequisits: enrolled in SBWL Marketing – Number of students: possible up to 30, on average 25

[1] Courses held during the 2020 calendar year (summer semester 2020, winter semester 2020/21) are eligible for the 2021 Innovative Teaching Award. Courses held over two semesters (WS 2019/20–SS 2020) 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.

Links to the course's online environment:

The course included lecture videos, practice materials and additional materials, allowing the students get a better perspective on the real-life application of the research methods. Please find below several examples of the materials used.

- Short dynamic lecture flow demo version created for this application *(this is a small part of 1 out of 6 flows created for this course)*:
- https://wumarketing.eu.qualtrics.com/jfe/form/SV_0rH8KmXITHDe0iV
- Example of Explanatory YouTube Video created for this course *(in the course this link is piped into the dynamic lecture flow)*: https://wumarketing.eu.qualtrics.com/jfe/form/SV_0rH8KmXITHDe0iV
- Example of follow-along MS Excel Tutorial created for this course *(in the course this link is piped into the dynamic lecture flow)*: https://youtu.be/oLtWWf9xetM
- Examples of podcasts about recent research *(in the course used as a task to create a recent research summary report)*:
  - Panic In The Street: How Psychology Shaped The Response To An Epidemic https://www.npr.org/2020/03/16/816400691/panic-in-the-street-how-psychology-shaped-the-response-to-an-epidemic
  - Is There Really a "Loneliness Epidemic"? (Ep. 407) https://freakonomics.com/podcast/loneliness/

Included Additional Materials:

- Course evaluations for courses: 4830 (SS20), 0842 (WS20/21), 0843 (WS20/21)

Application Form

Innovative Teaching Award 2021[1]

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 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:

- 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 word and send it as a .doc or .pdf file to lehrenundlernen@wu.ac.at by **February 10, 2021**.

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.

The amount of data created, copied and consumed in the world has reached 59 zettabytes in 2020. This is twice more than in 2017 and only a third of the amount expected by 2024 (Statista 2020). In the data-driven world, data literacy skill is an absolute necessity for young professionals. In this course students learn and develop fundamental data literacy skills: question formulation, data analysis and interpretation, delivery of findings within broader managerial context. Students work with real data (primary and secondary), use contemporary data collection and analysis software, draw practical managerial implications. The course creates an online dynamic learning hub, by bringing together topics, information elements and platforms from students' daily life. Within the learning environment familiar media and daily situations are presented in a new light - as a source of knowledge. Students learn to draw knowledge from these sources and are encouraged to co-create the knowledge by extracting information themselves. After completion of the course students have strong foundations of data literacy and develop the habit of seeing learning opportunities in their habitual environments, all around them.

2. DETAILED DESCRIPTION OF THE COURSE DESIGN

2a.) Overview

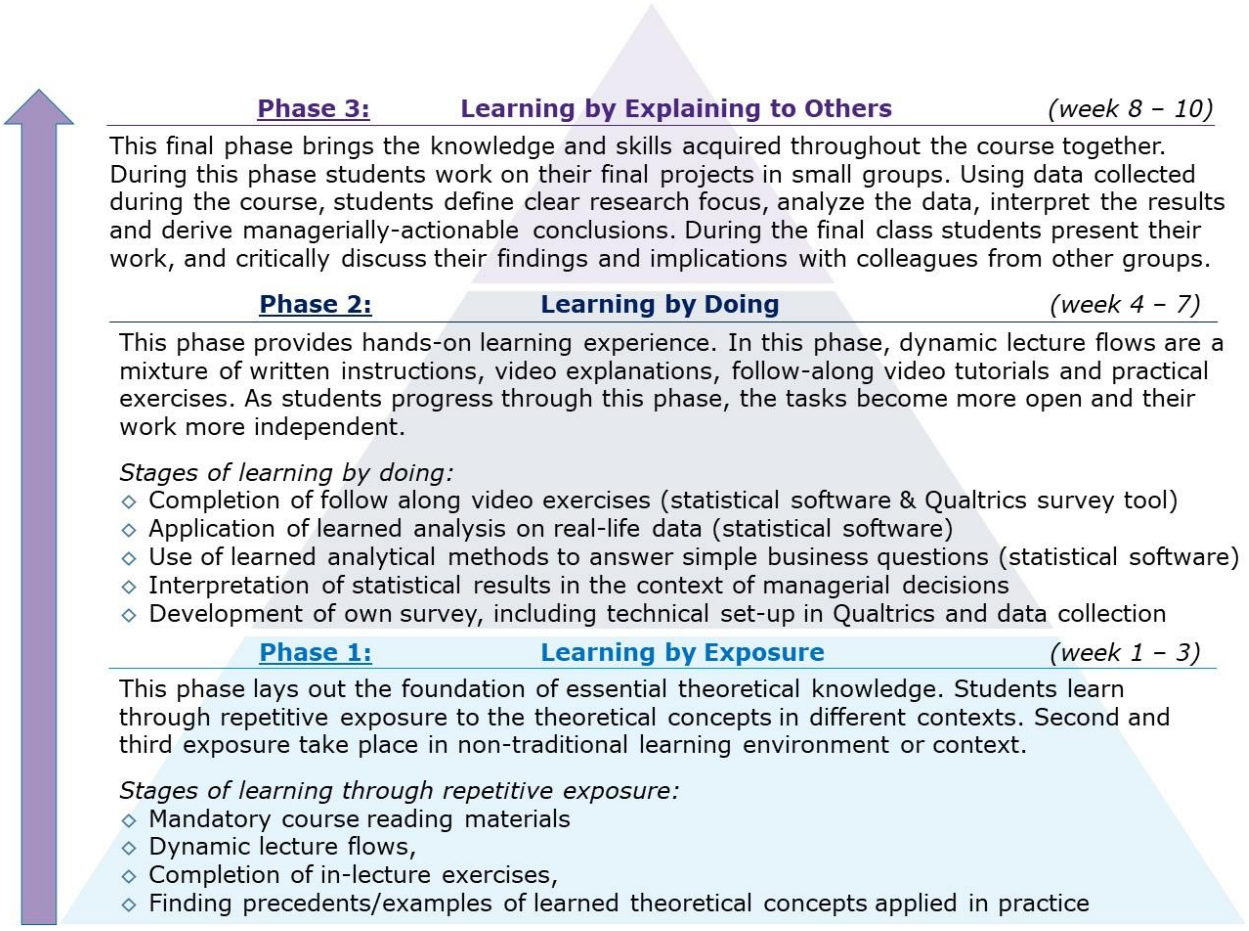
- What are the learning outcomes to be achieved by the students?
- What are the content elements of the course and how is the course structured?
- What are the elements on which the final grade is based?
- How is the learning environment of your course designed?

Learning Outcomes:

The course aims to develop foundations of data literacy skills relevant for business professionals of today and tomorrow. From the first lecture and throughout the entire course students are trained to formulate meaningful and relevant questions that can be answered by analyzing existing (secondary) and collecting new (primary) data. Within the course students gain firsthand practical experience in development of a survey, technical survey set-up, data collection and data analysis. The final stages of the course are dedicated at bringing all the gained skills together and putting them in practice. In their final task students present the results based on data they have collected during the course and derive actionable managerial recommendations from their findings.
After the completion of the course students possess the following skills: asking relevant questions; assessment of data validity and relevance; data interpretation; hypothesis testing; data visualization; delivery of data findings in a story-telling format allowing to grasp the big picture. According to a recent HBR article, these are also the six most relevant data skills (Bersin & Zao-Sanders 2020).

Content and Structure:

The course consists of three major phases. **Building from the ground up**, each following phase builds on the previous one to ensure a logical and coherent flow of knowledge acquisition.



Grading:

Phase 1 - Learning by Exposure:

- Survey Example: Find a survey that you received as a customer and assess it critically as a marketer – Individual task (5%);
- Literature test – Individual task (20%);
- Recent Research Summary: Listening to a podcast about a research project and turning it into a short condense summary – Group task (10%).

Phase 2 - Learning by doing:

- Test 2: Performing simple statistical analyses using statistical software (15%);
- Development of own survey - Group task (10%);
- Test 3: Performing more advanced statistical analyses using statistical software and developing initial managerial recommendations based on the findings (serves as a transition point between Phase 2 and Phase 3) – Individual task (15%).

Phase 1 and 2:

- Completion of tasks within the dynamic lecture flows (Phase 1 and 2) – Individual task (5%).

Phase 3 - Learning by Explaining:

- Final Project: Research presentation (grade is based on intermittent coaching, final presentation and student colleagues peer evaluation) – Group task (20%).

Learning Environment Design:

Course design, its learning materials, delivery style as well as specific in-course tasks seek to break the physical and mental barriers of traditional learning environment - university classroom. Students frequently have a strong mental distinction between what they learn at the university and "how things actually work in real life". If such mental barrier is absent, learning becomes an uninterrupted on-going process that draws from different aspects of students' lives: e.g. leisure time, day-to-day information exposure. This, in turn, allows for an easier knowledge transfer into professional life.

Learning material hub:

The course materials are set up in the form of **dynamic lecture flows**. Qualtris, a survey tool available to all WU employees upon request, was repurposed into a **learning hub** hosting dynamic lecture flows. Qualtris' flexible functionality allows to create diverse and engaging content, split and structure information, and pipe in various types of materials (*see page 2 for lecture demo version*). After a weekly lecture is published, students have 3 days to complete it. By clicking on the lecture link, students "travel" through the flow, exploring interactive learning material and completing exercises. After completion, **students receive personalized feedback** based on their in-lecture task performance. The lecture flows can then be revisited for recap at any time during the semester. Students can "walk" through the lecture however fast and whenever they wish: self-paced nature of the lecture, 3-day window for completion, and mobile-friendly functionality of the platform provide **time, place and pace flexibility**.

Breaking the traditional learning environment barriers:

The course encourages students to **see familiar information sources and daily life situations in a new light – as a source of knowledge**. The course uses YouTube, a popular video entertainment platform for theoretical explanations and software tutorials created for the course. Numerical information assessment and critical thinking exercises are based on vital topics of the day (in the last 2 semesters – COVID-19 statistics; in the future – election results, stock market information, or movie awards data can be used). Throughout the course students **"try on different hats"** – learn to **see the situation both as a consumer and a marketer**. Students assess communication they receive as a consumer from professional stand point, use their personal consumer insights to refine research questions and optimize data collection.

The flexibility of time and place, use of common media, available information and familiar day-to-day situations for learning seeks to develop a habit of seeing **learning opportunities all around**. Once this habit is formed, learning transcends to other aspects of life, it does not stop when the task is completed or the course is over.

2b.) Teaching methods

- Which teaching methods do you use to help your students achieve the intended learning outcomes?
- What role does the learning environment, or more specifically the context in which students learn, play in your course design?
- 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 is designed to facilitate an "all around" learning environment, where students learn to draw knowledge from their immediate and/or familiar environment. The course structure and in-course tasks seek to empower students, by engaging them in learning content co-creation and subsequent peer-to-peer knowledge sharing. Student-centered teaching approach together with the learning schedule flexibility allows students to get accustomed with the new learning method and go through the study materials at their own pace. This approach helps to engage students in practice of learning always and anywhere, learning the way that fits them personally.

Role	Teaching Advantage	Student Benefit
Student-Centered Learning: *use of Qualtrics as* ***Online Knowledge Hub*** *for* ***Dynamic Lecture*** *flows*		
♦ Flexible learning space (learning speed, time and place) to accommodate diverse learning styles. ♦ Direct student-lecturer communication channel.	♦ Time saved on in-class teaching can be spent on giving individually tailored feedback to students. ♦ Information about on-going student performance allows for timely individual student assistance.	♦ Learning time and place flexibility. ♦ Safe peer judgement-free platform to ask questions. ♦ Receive individually tailored feedback and assistance.
Hands-On Learning: *data collection and analysis by means of* ***Qualtrics*** *survey tool and* ***MS Excel/IBM SPSS Statistics***		
♦ Creation of practical experience based on theoretical knowledge. ♦ Deeper functional understanding and better recall.	♦ Higher student engagement: the "why are we studying this" question is resolved through practice.	♦ Gain of transferable hard skills and "know how" for future professional life.
Student Empowerment: *involving students in the learning material* ***co-creation*** *and active peer-to-peer* ***knowledge sharing***		
♦ Rather than only passively receiving information, students learn actively through search of information in different contexts and environments.	♦ Higher student engagement: students take more ownership over their learning, they are course co-creators now.	♦ Students see the learning value: the product of their work is a learning for everyone. ♦ Learning from peers through group assignments and seeing other groups' working results.
Learning in/from Familiar Space: *use of* ***familiar media****, inclusion of currently* ***"hot" news topics****, reassessment of customer-company relationship from multiple perspectives*		
♦ Creation of barrier free, seamless, "all around us" learning space**.**	♦ Students see familiar environment as a source of learning that is dynamic, engaging and contemporary.	♦ Students develop a habit of extracting learning information from routine situations and familiar environments. This creates an intuition that learning is all around and never stops. Hence, students do not stop learning once the course is over.

2c.) Innovative character of the course

- In which dimension (see call section 2) do you place your submission?
- Which didactic elements of your course design do you consider particularly innovative with regard to the focus of this year's award "Seamless Learning: Designing Learning Environments"?
- Transferability: 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 a second edition of the course?

1. **Course designs in which the integration of knowledge gained in various contexts is encouraged:**
   - Course combines classical learning sources with less formal learning setting (e.g. media);
   - Students use familiar situations and environment as a source of learning;
   - Students connect their gained professional knowledge with their personal consumer insights;
   - Students actively participate in co-creation of learning material and knowledge sharing.
2. **Course designs which facilitate learning independent of time and space:**
   - Dynamic lecture flows created through Qualtrics function as online learning hub available any time and place. Mobile-friendly version allows absolute place flexibility.
   - Three days given to complete each weekly lecture facilitate stress-free self-paced learning;
   - Use of familiar mediums (e.g. YouTube, Podcasts, News) creates learning "all around" intuition, aiming to ease the transition of skills between domains (learning, personal, professional).

Innovative elements:

In March 2020, like most other lecturers, I was forced to urgently redesign my course due to COVID-19 lockdown. In order to ensure quality teaching in the long run, the PC-lab-taught course was redesigned so that the **students' learning experience is not affected by any present or future global situation**. Qualtrics online tool, commonly used for survey collection, was repurposed into an online learning hub that **brings diverse learning sources together**. Enforced out-of-classroom learning situation motivated the creation of **learning "all around" component**. Course encourages students to assess familiar setting in a new professional light, to draw knowledge from common mediums and routine situations. Diversity of learning sources and exercises, **involvement of students in the knowledge co-creation** and regular group work ensures student engagement without the fatigue of the all-online setting. Accumulation of all the diverse sources within online learning hub created an orderly, easy-to-orient structure. Additionally, survey functionality of Qualtrics platform provides an interactive practice platform enriched with **quick means of student-lecturer communication**. For this course the devastating situation of global pandemic functioned as an innovation engine that helped to construct the course out of commonly available resources (survey tool, social media, news, podcasts, students' daily routines), creating a universal source of transferable knowledge.

Transferability:

Depending on the course context, all or some elements of the present course can be transferred.

Course Type / Teaching Method	Research Methods	Software Learning	Theoretical Knowledge	Project-Based	Language
Online Knowledge hub	✓	✓	✓	○	✓
Dynamic lecture flows	✓	✓	✓	○	✓
Hands-on learning	✓	✓	○	✓	✓
Learning from day-to-day environment	✓	✓	✓	✓	✓
Knowledge co-creation	✓	○	✓	✓	○
Peer-to-peer knowledge sharing	✓	○	✓	✓	✓

Elements to improve and reconsider:

Based on previous semester experience and students' feedback the following versions of the course will be improved by providing more guidance on group work management (working together tips & tricks section) and offering intermittent coaching sessions in-person when the situation allows.

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.