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HANDS ON CURRICULUM

AN INTRODUCTION FOR STUDENTS

HANDS-ON GUIDES, VOL. 1

1ST EDITION

VERSION 1.05

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Institute for Strategy and Business Economics
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PREAMBLE

Welcome to our courses!

I would like to welcome you to our courses. Thank you for your interest in the educational curriculum we offer at the University of Zurich. We all share a similar passion: we not only love our subject, we also love to teach, to hand over some of our knowledge to you, to interact with you, to learn from your experience and perspectives, and finally to be able to accompany you for a short period of your life.

In order to make administrative things easier, I started to write some hands-on guidelines for you. They represent what I think is essential today to be successful at the University, especially in my courses, and after your campus life as well. We try to teach you state-of-the-art knowledge in such a way that you can directly apply it to practical business questions. We are working on making topical issues in marketing, market and consumer research approachable, enjoyable and applicable in spite of their complexity. Our goal is to make you work hard on these topics, create an open, interactive and comfortable atmosphere, and to enlarge your personal toolbox with concepts that you can apply.

Therefore, it is important to me to let you know how I would like to work, what my expectations are and how you are able to participate. Generally, this guide is about “us”, not only about me or about my team. “We” are creating this ambiance together.

I have written this document as an introductory guide for you to our educational curriculum and to some behavioral rules that I have set up for my courses. This guide is called “volume 1”, and there will be more to come.

Target group for this document:

Students and participants in our courses

Motivating force behind this document:

In order to create an enjoyable and successful working environment for all participants of my courses and for myself as well, from my point of view, it is very important

- to communicate the expectations that I have of you
- to explain what your content of work and workload will be
- to help and guide you through your first steps
- to prevent communication, expectation and work from failing

Objective of this document:

This document should help to make you feel comfortable and to be successful in your studies within my courses. Furthermore, this document should be understood as a “living document”. Thus, your ideas, feedback, or criticism are very much welcome. Just let us know.

And now, let’s start.

Welcome and enjoy.

René Algesheimer, January 2010

1. THE “LEITMOTIV“

“You can know the name of a bird in all the languages of the world,
but when you’re finished, you’ll know absolutely nothing whatever about the bird.
So let’s look at the bird and see what it’s doing - that’s what counts.
I learned very early the difference between knowing
the name of something and knowing something.”

Richard Feynman

We are all driven by passion. Our passion is to look beyond what we seem to see. Think about it. Reflect and discuss our perceptions. Connect it to existing knowledge and literature. Find evidence for the ideas. Create research designs, empirical studies or experiments and collect data on it. Have fun by playing around with numbers, mathematical and statistical methods by using state-of-the-art methodologies. Be challenged by knowledge and offer new and fresh insights into the phenomena we study. Publish, present, and communicate the results in scientific journals and at conferences. Finally, analyze everything again from a different angle.

2. ABOUT EDUCATION

“Tout ce qu’on apprend à l’enfant, on l’empêche de l’inventer ou de le découvrir.”

Jean Piaget

I do not want to write a philosophical article on education, but I would like to share some thoughts about my daily business with you. I start with a reflection of my highly respected colleague, Professor Hossein Arsham, on education. He expresses much of what I also assume:

“Education is a dynamic interplay between teaching and learning, it is the soul of a society as it passed from one generation to another [...] To educe means to bring out a potential existence. Education, therefore, is a process of intellectual growth. Education is essential to change, for education creates both new wants and the ability to satisfy them. A student must be curious, open-minded, reflective, strategic, sceptical, and must learn for deep understanding. It is therefore, my cardinal duty as an educator to provide the conditions in which my students can learn to become what they want to be. An environment that is supportive of critical thinking facilitates the education process [...].”^[1]

Studying at an university and especially learning statistics has always been something like a journey for me, and I would like to send you on such a journey as well. Although yours will and should be different from mine, it is important to me NOT to TEACH you, but to offer you challenges and opportunities to learn. Since I also need (and want) to learn a lot in the future, please, be patient with me and don't hesitate to give feedback to me in a professional way on everything that is connected with the courses and let me know what you are thinking about them.

My highest goal is to support you in making responsible and thoughtful decisions (in marketing and consumer research). To reach this, I will try to professionally push you as hard as possible by offering you many opportunities, but I will still be trying to create a pleasant learning environment. Therefore, my thoughts about education can be translated into my teaching assumptions and teaching principles.

1. Source: <http://home.ubalt.edu/ntsbarsh>, last visited: 11th December 2008.

3. ABOUT TEACHING

“Less me, more we.”

Unknown

We regard education as a process of constant growth, modification and renewal, in which we are able to learn from you as you may be able to learn from us.

As a consequence, we expect enthusiasm and passion, curiosity, involvement, willingness to learn, reflection and self-criticism, self-motivation to further develop topics that have been introduced in class, discipline, respect and tolerance.

3.1 Our Teaching Objectives

Teaching objectives are the desired or needed results we would like you to achieve in order to prove your academic excellence. They correspond to our teaching strategy that aims at helping you to move from the present towards the desired state. Some of the following 5 teaching objectives are also inspired by Hossein Arsham, cited before.

We would like you to:

- 1** Say “Yes”! This is a rule in improvisation theatre and it should be applied to our classroom as well. I would like to exchange ideas and to debate them. Therefore, we all need to be open-minded, respectful and tolerant.
- 2** Learn how to learn: Over the years, you should have learned how to learn. You can identify and distinguish the relevant from the irrelevant. You should know your personal strengths and how to use them, and you should be able to prioritize your objectives and tasks.
- 3** Learn to approach information critically and distinguish existing perceptions and opinions from evidential facts. You should also learn how
 - to judge the evidential quality of a “fact”
 - to ask persistent and penetrating questions, and
 - to perceive patterns in data and behavior.
- 4** Create a toolbox of instruments that you can apply to different settings. With a correct application of these tools you should be able to support business decisions in marketing.
- 5** Learn to think individually, question assumptions and develop your lines of thinking. Learn how to critically question your own thoughts and solutions. Your thoughts should be clear, logical, well structured, analytically and justifiably presented, orally as well as in writing. Learn how to discuss your thoughts.

3.2 Our Teaching Principles

Our 5 teaching principles are operational tasks we apply in order to meet our educational objectives.

We would like to:

- 1 Formulate course objectives, contents, expectations and evaluations in the syllabus prior to the courses. Integrate adequate evaluation methods in the courses and make sure that students can achieve the pre-formulated objectives.
- 2 Offer possibilities to develop knowledge, intellectual and transferable abilities as well as values, motivation and attitudes towards learning. Inspire the students by discussing current developments, practical problems in the industry as well as state-of-the-art research methods and embedding each course in case study methods.
- 3 Choose adequate teaching- and learning methods that satisfy students' needs and that correspond to the objectives of the different courses.
- 4 Create an innovative, interactive and flexible working environment for the students to become self-driven and encourage reflections by using different teaching, learning and evaluation methods.
- 5 Stimulate enthusiasm for the topic.

4. OUR CURRICULUM

Basically, we have three layers in our educational curriculum:

First, the lectures plus exercises: We offer three courses on “Quantitative Market Research”, one for each of the three levels: beginner (I), intermediate (II), advanced (III). All lectures are accompanied by practical exercises and computer workshops given by my teaching assistants (TA). They are a necessary part of the course.

Second, the seminars: We offer three “Design” seminars. There, you will not learn how to draw something, but how to create something inspirational. All seminars are hands-on and will introduce you to the following topics:

- Presentation Design
- Idea Design
- Experimental Design

Also, we frequently offer a set of specific courses for PhD students.

Third, we frequently invite guest speakers to join us.

In the following table, you will find the planned curriculum for the next two upcoming semesters.

	Fall semester	Spring semester
I. Bachelor level	L: Quantitative Market Research I, 2h E: Exercises, 2h TA: Stefanie Hölz	
	S: Presentation Design, 2h TA: Wolfgang Kotowski	S: Idea Design, 2h TA: Wolfgang Kotowski
II. Master level	W: Quantitative Market Research III, 2h Lecturer: Markus Meierer	L: Quantitative Market Research II, 2h E: Exercises, 2h TA: Stefanie Hölz
	S: Experimental Design, 2h TA: Niklas Fruth	S: Structural Equations Modelling, 2h Lecturer: Markus Meierer
III. PhD	S: Innovation-Marketing, compact seminar (in collaboration with Prof. Kaiser and Prof. Stahl)	S: Innovation-Marketing, compact seminar (in collaboration with Prof. Kaiser and Prof. Stahl)
	ISU Research Colloquium (in collaboration with the ISU institute), 2h	ISU Research Colloquium (in collaboration with the ISU institute), 2h
		HUI-Seminar, compact seminar (in collaboration with all business chairs at UZH)

Legend: L=lecture, LE=lecture plus exercises, S=Seminar, SB=Seminar plus Bachelor thesis, W=Workshop

Details for all courses can be found on the in the corresponding syllabus on our web page.

5. ORGANIZATIONAL ISSUES

The following rules should make daily life easier:

5.1 Before courses start

5.1.1 Students with disabilities

You are highly welcome to my courses and I will do my best to make you feel comfortable. Any student with a documented disability, needing academic adjustment or accommodations is requested to get in touch with me at least two weeks before the start of a course. All information will remain confidential. Students with disabilities will also need to contact the dean of the school to best prepare their learning environment.

5.1.2 Getting in touch with the team

There are several ways to get in contact with me. Nevertheless, not all of them match all kinds of requests you might have. In the following, you'll find some advice on how to use the different "channels":

- Our team assistant Susanna Flühmann is our "epicenter": she knows everything better than I do, especially when it comes to organizational and administrative things, such as enrolling for a course, getting information about courses or grading, finding out about existing possibilities during your studies... Furthermore, she has a far better memory than I have, (which might pay off sometimes).
- My team-colleagues will assist you in all kinds of questions concerning the courses and theses that you write at our department. I have a teaching assistant (TA) for each course and you can directly address your questions to her or him in the classroom.
- In other cases, you are welcome to get in touch with me.

5.1.3 Getting in touch with me

If it is truly me you have to talk to, I suggest the following:

- If you have any quick questions concerning the courses or progress in the class, ask me after class. I will always tell you if I do not have enough time.
- If you have a longer request, you can call me on the phone or send me an email. Emails should be short and to the point. I do not have the time to read novels and to search for the point. Before sending an email, make sure that it is the appropriate instrument for the task you need help for. Maybe a telephone call is much easier and more personal. Phone numbers and email addresses are provided on our website. If you send emails, please use the class title as subject.
- If you have more personal things to say and want a discussion, please find out our office hours on our website. Nevertheless, you need to ask the secretary for an appointment before. Without having an appointment, you will not be considered. However, should the scheduled office hours conflict with your schedule, do not hesitate to try and find an appointment with me outside office hours. If you have questions about the material covered, or if you have any concerns about your performance at any time throughout the term, please stop by to see me.

5.2 During a course

5.2.1 Name cards

I care about you. And, therefore, I would like to know your name. This is also in your personal interest. Thus, please use name cards regularly in class throughout the term so I can learn your names. I usually have large numbers of students in my classes, so this will make it easier for me.

5.2.2 Sound-emitting devices

You are expected to turn off/mute all devices that emit sounds and noises that may interrupt the class (e.g. mobile phones, pagers, alarm clocks). In case you expect a telephone call, please inform me before class.

5.2.3 Laptops, calculators and newspapers

Laptops and programmable calculators are allowed in class, as long as you use them in an intelligent way without disturbing others. If you surf the Internet during courses, scan your email or read newspapers, I assume that you are not interested in the class.

5.2.4 Class dismissal

You are asked to remain seated and attentive until I dismiss the class.

5.2.5 Presence

It is up to you whether you want to show up in the classroom or not. I do not check on attendance as I feel that you are old enough to organize your time. However, I say many important things during class besides the ones mentioned on the slides. I prefer to have students in class that are interested in the material I am teaching.

5.2.6 Tolerance and respect

I invite everyone to raise questions during class, emphasize something important, integrate personal views ... whatever. This is the way you co-create our classes. Everyone is asked to be tolerant of every kind of question. We would like to create a respectful atmosphere in the classroom.

5.2.7 Misbehavior

My range of tolerance is quite wide, but be sure that everyone who thinks they may work against the above mentioned rules will get a direct reaction on her or his behavior.

There is also a separate document on plagiarism (hands-on guides, vol. 2).

5.3 After a course

I invite you all to participate in our own alumni club called "Alzheimer's Marketing Alumnis (AMA)". This will be a future meeting point for all my former students to participate, exchange information, be offered possibilities for diploma theses and ask for theses and internships. Thus, overall, this should be a big meeting point. You will be regularly informed about our news, and you will be invited to our annual party.

APPENDIX: LIST OF HANDS-ON GUIDES

- Vol. 1 Hands on Curriculum
- Vol. 2 Hands off Plagiarism
- Vol. 3 Hands on Literature search (@ UZH)
- Vol. 4 Hands on Presentations
- Vol. 5 Hands on e.Learning with OLAT
- Vol. 6 Hands on Scientific Writing

Other hands-on guides are already in preparation. If you have suggestions or do have an update for a guide, please let us know. Feedback is always appreciated.