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Undervisning og vejledning

Advanced Brand Management

Dannie Kjeldgaard & Lydia Ottlewski
01/09/2019 → 31/01/2023

Behavior and Markets

Maria Elo & Lydia Ottlewski
02/03/2021 → 30/06/2021

Behaviors and Markets

Victor Martin-Sanchez & Lydia Ottlewski
01/02/2022 → 30/06/2023

Brand Management and Marketing Communication

Lydia Ottlewski & Jannek K. Sommer
01/02/2021 → 31/05/2022

Brand Management and Marketing Communication

Domen Bajde, & Lydia Ottlewski
01/02/2019 → 31/08/2023

Semester Theme 2

Michael A. Svarrer Damkjær
01/02/2010 → 30/06/2023

Semester Theme 2

01/02/2020 → 31/08/2021

Teaching philosophy

My ambition is to continuously develop as an inspiring and insightful teacher at all program levels. Due to my current investment in a pedagogical training (a 270-hour Lecturer Training Program), I am especially interested in exploring new possibilities in teaching innovation. For example, I wish to create new course content that includes various knowledge resources and employs a diversity of teaching methodologies.

I see my role as lecturer as knowledge facilitator, communicator, and mentor. In designing the course content, it is of highest importance to me to include the latest academic literature and current practical examples and cases. Moreover, my experience has shown student activation is most successful by combining various pedagogical approaches. In the majority of cases, students actively decide to enroll in a study program of their interest. Therefore, I expect dedication, motivation and ownership from the students. I believe that active individual learning (e.g. reading assignments, essays, class preparation and reflection blogs) best complements the knowledge conveyed and developed during lectures. Additionally, many insights develop during guided class discussions and group work. I constantly support and encourage students in their learning activities and guide them with adequate analytical tools during this process.

Due to my industry background, I believe that bridging the connection with real-world business or societal challenges helps students with their individual knowledge transfer. Applying knowledge in research projects or company cases helps students to understand the relevance of the introduced theoretical concepts. Working with peers from different cultural backgrounds, with diverse working styles and communication techniques prepares them with an open mindset for their future roles in companies, NGO's, politics, and society at large.

Moreover, I encourage critical thinking at all times for developing responsible citizens. Now more than ever in times of 'fake news' and an information overflow, students need to learn where and how they can find relevant information, how they can distinguish the 'right' type of information, how they can work with that information, and critically question the sources and purpose of that information.

To me, it is also important to adjust to the learning needs of the students. Some students need to be challenged to enhance their brilliant thinking and motivation, whereas others might need more time, support and mentorship. Drawing on prior experience, I successfully managed these differences and received very positive feedback from my students.

I design my course content with state-of-the-art research, latest business, branding, and management examples & cases, and integrate videos and podcasts from opinion leaders of the studied topics. I design exams that challenge the students' understanding of the topics, application of the concepts, and critical thinking.

Industry collaborations

In my role as Teaching Assistant at the University of St.Gallen (HSG), I initiated project collaborations with renown companies and managers (e.g. Leica, Linde, PwC) and NGO's (e.g. WWF) to establish the bridge between studying theoretical concepts in class and applying the knowledge to real-world business problems. Students enjoyed these experiences and demonstrated dedication and motivation, that resulted in a strong learning curve.

Moreover, in my role as course instructor for 'Service Experience' at Emlyon Business School, students participated in a consulting project with the holiday provider ClubMed. They applied their knowledge hands-on in an ethnographic exploration in one of the holiday destinations to answer a research question that was defined by the company. Their insights and recommendations were presented to managers at ClubMed.

In my role as Assistant Professor at the University of Southern Denmark, I invite experienced Brand Managers and Marketing professionals as guest speakers into my classes. The insights and shared experiences offer relevant practical perspectives to business students.

Examination

Teaching methods

I use a spectrum of teaching methods to keep the classes interesting and to select the method that is most adequate to convey knowledge to students, and to letting them develop knowledge themselves. I alternate between lectures, in-class and home assignments, readings, group discussions, individual and group exercises, student presentations, experiments, and workshops. As a student, it was important to me knowing exactly what to expect, prepare, and learn. Therefore, I also follow this approach as course instructor. I provide a detailed course outline to students, clarify the approaches to the topics, and assign readings, videos, case studies etc. to ensure that students are prepared and introduced to the upcoming teaching content in advance. Due to the Covid-19 crisis, I had to switch my offline course to online teaching. Therefore, I offer experience with digital learning as well.

I am currently finalizing a 270-hour 'Lecturer Training Program', an official education program for junior scholars from the University of Southern Denmark. The pedagogical certification includes research-based teaching (RBT) in higher education, practice-oriented and collaborative learning, blended and e-learning, self-paced online learning, teaching conceptual thinking, pedagogic theory and practices with a focus on alignment, feedback, teacher and learner roles.

Study program development

In my role as Student Teacher in Marketing & Research Methods, I developed my own course content to support the students with their research projects. I separated the lectures into two parts: first, I taught the knowledge on how to approach a research project (research philosophy, research design, developing a research question, developing the interview/observation guide, conducting the field work, data analysis etc). In the second part of the lecture, the I guided students in their application of this knowledge on their research projects.

In my role as Research Assistant at the University of St.Gallen, I was responsible for developing the qualitative interpretive content for the lectures of the redesigned Bachelor course 'Methods of the empirical social research'.

Teaching materials

I use a composition of diverse teaching materials in my classes, such as established teaching books (e.g. Consumer Behaviour: A European Perspective, Business Anthropology, Marketing Management: A relationship approach), slides, videos, podcasts, case studies, academic/non-academic readings, current debates.

Supervision

I am experienced in supervising Bachelor and Master students from various education programmes (e.g. Business, Market Anthropology, Marketing, Engineering) and universities (University of St. Gallen, Emlyon Business School, University of Southern Denmark) during group work, student projects, and their preparation and submission of the final thesis. I believe that it is the students' individual initiative to find their general topic of interest. Depending on the students' wish and need for support, I provide guidance at all stages of the thesis: narrowing down the research question, defining the research design, finding the relevant literature stream, defining and using the empirical data, etc. I also support students who wish to start an academic career.

Teaching Languages

- German
- English