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Teaching and supervision

Advanced Brand Management

Kjeldgaard, D. & Ottlewski, L.
01/09/2019 → 31/01/2023

Behavior and Markets

Elo, M. & Ottlewski, L.
02/03/2021 → 30/06/2021

Behaviors and Markets

Martin-Sanchez, V. & Ottlewski, L.
01/02/2022 → 30/06/2023

Brand Management and Marketing Communication

Ottlewski, L. & Sommer, J. K.
01/02/2021 → 31/05/2022

Brand Management and Marketing Communication

Bajde, D., Knudsen, G. H. & Ottlewski, L.
01/02/2019 → 31/08/2023

Semester Theme 2

Damkjær, M. A. S.
01/02/2010 → 30/06/2023

Semester Theme 2

01/02/2020 → 31/08/2021

Pedagogical idea/ Teaching philosophy

During my own academic journey, I was part of several international institutions in Germany, USA, Denmark, South Korea, Switzerland, and France. These vast experiences strongly shaped my understanding of teaching and learning in higher institutions. Experiencing a diversity of teaching philosophies, teaching styles, pedagogic approaches, and institutional systems helped me to advance and critically reflect upon my own role as a university teacher. It is my personal ambition to continuously develop as an inspiring and insightful teacher at all program levels. Due to the participation in the Lecturer Training Program, I am especially interested in exploring new possibilities in teaching innovation. In my role as course responsible, I create new course content (e.g. based on current topics, state-of-the-art research) on a regular basis, apply various learning resources (e.g. articles, books, latest real-world cases and examples, podcasts, videos) and employ a diversity of learning methodologies and (digital) tools. I pay specific attention to developing a coherent and well-structured course design, as I believe that it is an essential foundation to guide students through a structured learning process. In my role as lecturer, I try to be a knowledge facilitator, communicator, and mentor to my students. My teaching experience has shown that student activation is most successful as part of an active course design. In the majority of cases, students

choose to enroll in a study program of their interest. Therefore, I expect dedication, motivation and ownership from the students in my classes and during thesis supervision. I believe that active individual learning (e.g. through reading assignments, essays, case work, class preparation, reflection blogs etc.) best complements collective learning approaches during the face-to-face lectures that allow students to develop insights during guided class discussions and group work. I support and encourage students during their learning process at all stages of the process. Due to my industry background, I believe that bridging the connection between academic theories and real-world business/societal challenges is important for students' knowledge transfer. Applying theories to company cases and research projects 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 AI, '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.

Pedagogical competence / Formal education in teaching methods and pedagogical practice

During my Assistant Professorship at the University of Southern Denmark, I am taking a compulsory competence development programme in paedagogics. The so called Lecturer Training Programme (LTP) is a certification nominated to 10 ECTS points (275 hours) and "its purpose is to develop and strengthen the participants' teaching competences and improve their abilities to: plan, carry out, and evaluate their teaching with respect to the learning objectives of the study programme, analyze learning processes, reflect on their own teaching practice, develop their own teaching under consideration of study related circumstances and target groups." During the LTP, I completed a variety of modules and course content, such as: students-as-learners, research-based teaching, coaching, teaching supervision, teaching reflections, practice-oriented and collaborative learning, blended and e-learning, teacher and learner roles, and a pedagogical development project. In my pedagogical development project, I investigated if and how weekly blog assignments contribute to students' continuous learning progress throughout the semester.

Project 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) for students to bridge theoretical concepts and applying the knowledge to real-world cases. 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 Emylon 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 from several companies (e.g. Thomas Henry, Arla, Costa Coffee, Foodspring, LEGO) as guest speakers to my classes. The insights and shared experiences offer relevant practical perspectives to business students.

Tests, exams, methods of assessment

I am familiar with various types of methods of assessment: In my role as Student Teacher in Marketing & Research Methods, I supported the students with their group assignments. In my role as Teaching Assistant to Prof. Schouten at the University of St.Gallen, we examined the students using written examinations, oral examinations, essays, and group work/presentations. The Institute for Customer Insight at the University of St.Gallen is responsible for a 700-people Bachelor course and I supported grading these written examinations (open-ended questions & case studies) several times. In my role as course instructor at Emylon Business School, I applied written exams (multiple choice and open-ended questions), case studies, group work/presentations based on fieldwork, and individual essays during my courses. In my role as Assistant Professor, I examine students using written in-situ exams (open-ended questions), written take-home case-based exams/essays, individual reflection blogs, and oral examinations. As these experiences illustrate, I am familiar with various forms of examinations. This allows me as a lecturer to select the most adequate examination type to measure students' performance according to the learning goals of the course.

Teaching methods and materials

I use a spectrum of learning methods and select the approach that is most adequate for students to achieve the learning goals. I alternate between face-to-face lectures, in-class and home assignments, readings, group discussions, individual and group exercises, student presentations, experiments, digital learning, 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 responsible and lecturer. 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.

I use a composition of diverse teaching materials in my classes, such as established teaching books, state-of-the-art research articles, slides, videos, podcasts, case studies, managerial texts, current debates.

Study program development

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

As a member of the innovation committee for the HA reform at the University of Southern Denmark, I gained experience in educational development and planning as well as revision of an existing educational program.

Supervision

I am highly experienced in supervising Bachelor and Master students from various educational 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. Depending on the students' wish and need for support, I provide guidance at all stages of their projects. I have also supported students who wish to start an academic career.