| **Teaching Philosophy** |
| **Sandeep Krishnamurthy** |

BASIC APPROACH

I believe <u>education is a transformational process</u>. Hence, when I teach I am interested in transforming the way students think.   I would like to not only provide them with basic course information but also engage them in discussion that moves them to a higher level of thinking.   Most students come to college with the vision that the only change they will experience at the end of their college experience is to have a piece of paper- the degree. My job is to move them from a mindset of apathy and incuriosity to one of inquiry and critical thinking. For example, I often tell my students that they must take a critical approach to the analysis of a company.   Initially, students find this hard to do since they are used to accepting company propaganda as fact. I help my students to question and disagree with what they read rather than passively accepting everything.

I believe that <u>education is not a spectator sport</u>. Students will not learn if they can simply fold their hands and sit back. When that happens, students simply absorb some information, which they shed at the first opportunity. I believe that intense discussion leads to transformation in thought. My students must take positions and defend them. They must make arguments and provide evidence in support of them.

I believe that <u>great education can take place when class material is related to real life</u>.   Students do not exist in a vacuum. Rather, they are part of a larger social context. Providing material that ignores the context is a recipe for disaster. That is why I have always strived to have students work on large, real-life projects. Two notable examples- the UW, Bothell brand audit where each student group studied a stakeholder group of the campus (these reports are available at- http://faculty.washington.edu/sandeep/uwbbrand) and the gem project where the class as a whole acted as consultants for the American Gem Traders Association.

I believe that we are now teaching <u>the Nintendo generation</u>.   Students get bored easily and have short attention spans. Most of them work and are quite techno-savvy. Our reaction to this should not be to show them videos or try to entertain them. Rather, it is even more important that we, as teachers, try to get students to develop the wisdom and insight that will add value to their life.

I believe that <u>a good educational experience is a rigorous one</u>.   I think we do our students a great disservice if we let them get away with poor writing,

under-developed analytical skills and no critical thinking ability. We must challenge our students by setting high expectations for them.

I believe that <u>technology can add to the classroom experience in meaningful ways</u>. I have always strived to include technology to enhance the educational experience of students. Some of my technology-related teaching ideas have been featured in the article on Catalyst, the University of Washington's repository of web-based tools and resources to help instructors teach with new technologies.

I believe that <u>every student has the potential to say something very insightful</u>. Therefore, my approach is to maximize participation by everyone. This is very important in classes where the student body is heterogeneous and diverse. For example, I encourage the younger student to speak up in an MBA class and not to be intimidated by an older and more senior manager.

COURSES DEVELOPED

During my tenure at UW, Bothell I have developed several classes. A brief description of these classes is provided below.

<u>Undergraduate</u>

E-Marketing

This was the first Internet or E-Commerce related class offered at UW, Bothell. This course focused on identifying how Internet businesses could build customer traffic, personalize the marketing offering, provide value, build relationships, build user communities and strong brands. The course was modified frequently to keep in touch with changes in practice. Projects ranged from marketing plans for new Internet-based businesses to link farms(see next section).

Internet Business Model Lab

The focus of this course was to help students design effective Internet businesses. Students used a checklist of ten factors that are essential for good Internet businesses- e.g. Value Proposition, Strategic Focus, Usability etc. Students conducted a usability analysis of a live web site and participated in an interesting online simulation of a bricks-and-mortar retailer considering going online.

<u>Graduate</u>

Marketing Management

I have taught the Masters' marketing management class three times. In our master's curriculum, there are only two marketing classes. As a result, the amount of material that needs to be covered is quite large. I have focused this class on the high-tech sector and the special issues involved in that sector.

E-Commerce

I will be teaching this class for the first time this Summer. I plan to focus this class around 1 big question- "How must a company incorporate the Internet into its communication with stakeholders and commerce with other businesses and consumers?"

PEDAGOGICAL DEVICES

To help me in my teaching, I have developed several pedagogical devices that I would like to share.

<u>Link Farm</u>

We typically ask our students to write their research papers and reports in a linear fashion. However, with the advent of the Internet, students need to learn how to write in hypertext. I have asked my students to prepare a link farm on a topic of their choice. Students are forced to integrate links to companies, articles, papers and reports into a hypertext document. More creative students develop a full-fledged web site. Interestingly, there are very few resources that students can use to learn about hypertext. Hence, this acts as a unique learning experience to most students and it prepares them well for the new reality facing them.

<u>Ethics Audit</u>

Teaching ethics in a marketing class can be a hard sell. I am constantly seeking new methods and more effective approaches to raise the level of ethical reasoning in my students.

One idea that I hit upon is called the Ethics Audit. I locate normative statements describing ethical conduct. Here are a couple examples-

> It is the responsibility of the marketer to reject high-pressure manipulations and deceptive selling tactics.

Responsible marketers will disclose the full price associated with a product.

Then, I ask the class to indicate by a show of hands how many agree or disagree with the statement. Typically, the response is mixed and I have had agreements of as low as 30%.

After I go through the statements, I hand out the American Marketing Association's Code of Ethics and reveal that all statements are taken from this list. This drives home the point that ethics and responsible marketing go hand in hand in a very powerful manner.

Peer Learning Session

This is a concept I pioneered and it is a way by which the class is explicitly set up so that individuals learn from one another.

Let me give you a concrete example. Students in my MBA class were all asked to conduct an analysis of the Napster phenomenon. I assigned groups different perspectives. Some groups studied this from a consumer perspective while others took the perspective of the record companies or the artists. This created a sense of tension leading to very good debate and discussion.

Very recently, I held a peer learning session for undergraduate students in E-Marketing. Each individual was assigned to a company that worked in the space of Mobile Commerce. The list of companies included Palm, Handspring, Nokia, Microsoft(one person studying Windows CE, the other person studying the Tablet PC), Infomove etc. Students provided a critical analysis of their company's past achievements and future vision.

Hence, a peer learning session is when the entire class focuses on a specific topic- but may do so from different perspectives. Since everyone has studied the same phenomenon, they all have questions on it leading to discussion. This has worked very well at the MBA level.

Insight Monitor

Students will learn only when they make an idea their own. I can talk about concepts. But, students need to fully internalize these ideas by appreciating and applying them. To this end, I created the concept of an Insight Monitor.

Each student is expected to come up with one insight during the quarter. This may be a good example of the implementation of a concept we saw in

class, a thought on when certain ideas will work or a statement on how things work. In general, what is expected is a penetrating look at the obvious.

When a student has an insight, he or she announces it. Then, the individual makes a presentation in front of the class. The class then asks questions and has veto power on whether a statement is really an insight.

This has worked particularly well for my masters class.

<u>Mystery Consumer Exercise</u>

In order to drive home the point that marketing is all about people, I typically bring in a mystery consumer into the class. I am generally sure the students do not know this person.   Their task is to understand this consumer, his or her needs, lifestyle and personality.   Students are allowed to confer and ask this person questions. At the end of this session they must identify-

1.   One insight into the fundamental nature of this person, i.e., identify the essence of this person in one sentence < 20 words.
2.   One existing high-tech product that would be consistent with this person's needs and preferences.
3.   One existing media vehicle where it would pay to advertise this high-tech product to this person.
4.   One recommendation on how to get this person to choose this high-tech product over its competitors.

The mystery consumer then picks a group that understood him the best and tells us a little bit more about himself or herself.

<u>Peer-based Presentation Feedback</u>

On some occasions, I have used peer-based presentation feedback as a mechanism to give students an understanding of how they come across. Students are asked to grade their peers' presentations. They must provide an overall grade and then provide feedback on four dimensions- Structure of Presentation, Depth of Material, Use of Examples and Overall Creativity. The feedback in this case is double-blind. Each individual fills out the feedback form for, say all 5 groups, which present and receives information from his or her classmates. This has not worked less well with the MBA students than with undergraduates since MBA students felt that only I had the right to grade their presentations.

Online Class

Recently, I used a free chat system to teach a class on-line. Student groups were assigned to online communities and made presentations online using chat. Peers could download the groups' PowerPoint presentation and could follow the chat and the presentation simultaneously. I used this as a learning device to help them understand the positives and negatives of having face-to-face contact as compared to online contact. We felt that the chat led to a different dynamic and it facilitated some behaviors (e.g. question asking). It was also a good way of directing the audience to web sites discussed in the presentation.

Visiting Speakers

I have had visiting speakers come in to both my undergrad and graduate classes. The titles of some of the speakers- VP(Marketing and Sales), ImageX.com; Marketing Director, Filenet; VP(Marketing), Expedia.com. In some instances, I have organized several speakers to hold a panel discussion on a topic. This has worked out very well.

TEACHING EVALUATIONS

I believe that evaluating teaching is a complex activity that cannot be judged by one number. Rather, one has to look at the big picture. Hence, I have provided my evaluations on multiple dimensions and have included selected qualitative comments from students.

Marketing Management Class (Undergraduate)

	Max	Aut. 1998 (Eve)	Aut. 1998 (Day)	Spr. 1998 (Day)	Sum. 1997 (Eve)	Aut. 1997 (Day)	Aut. 1997 (Eve)
Overall Instructor Assessment	5	4.06	4.33	4.07	4.58	4.78	4.05
Overall Course Assessment	5	4.25	4.27	3.83	4.33	4.54	3.88
Amount you learned in the Course	5	4.14	4.41	4.06	4.50	4.33	3.67
Relevance & Usefulness of Course Content	5	4.61	4.44	4.07	4.50	4.31	4.00
Instructor's Enthusiasm	5	4.50	4.78	4.50	4.90	4.82	4.06
Intellectual Challenge Presented	7	5.64	5.09	5.63	5.75	5.25	5.17
Amount of Effort You Put In	7	4.50	5.21	6.00	6.07	5.56	5.25
Your Involvement in Course	7	5.64	5.45	6.13	6.50	5.44	6.10

Sample Comments:

> "I enjoyed the class a lot. I walked away with a lot of knowledge about marketing. It was really interesting."

"I learned a lot in this class. The assignments were hard at first. But, it stretched my thinking."

"Posed questions that needed thought. Environment was comforting and enjoyable."

"The prof was very enthusiastic about teaching which made learning fun and interesting."

"Very cutting edge."

"The class was very stimulating. Marketing concepts are familiar to everyone. But, studying the fundamentals and examining misconceptions was very stimulating."

"Sandeep always presented a new way to look at the task at hand."

".. Dr Krishnamurthy's open attitude that everyone's opinion is valuable is most rewarding."

"We were challenged to think and contribute our thoughts and ideas."

"Sandeep was prepared for all lectures and gave many examples relevant to the material. The homework gave "hands-on" experience with the material."

"It kept me on my toes."

"Some times I had to look at business aspects in ways that I am not normally accustomed to."

Consumer Marketing(Undergraduate)

	Max.	Winter 2000 (Day)	Autumn 1999 (Eve)	Autumn 1999 (Day)	Spring 1999	Winter 1998 (Day)	Winter 1998 (Eve)	Spring 1998 (Day)	Summer 1997 (Day)	Spring 1997 (Day)	Spring 1997 (Eve)
Overall Instructor Assessment	5	3.17	3.3	4.75	3.54	4.38	3.4	3.90	4.64	3.44	4.17
Overall Course Assessment	5	3.17	3.21	4.75	3.38	4.09	3.3	3.63	4.75	3.39	3.90
Amount you learned in the Course	5	3.17	3.13	4.75	3.3	4.13	3.38	3.71	4.64	3.32	4.00
Relevance & Usefulness of Course Content	5	3.33	3.3	4.9	3.5	4.15	3.55	3.80	4.75	3.68	3.83
Instructor's Enthusiasm	5	3.00	3.5	4.9	3.5	4.71	4.13	4.69	4.83	4.14	4.00
Intellectual Challenge Presented	7	4.5	4.9	5.75	4.96	5.38	5.14	5.25	5.50	4.75	5.10
Amount of	7	5.5	5.5	5.5	4.94	5.40	4.75	6.00	5.70	4.50	5.17

Effort You Put In											
Your Involvement in Course	7	5.67	5.36	5.5	5.57	5.73	5.33	6.42	5.93	5.50	5.75

Sample Comments:

"I think this class is one of the most valuable ones I have ever had. The real-life project gave insight to a real marketing project."

"It is a very challenging class. Need to pull from a lot of knowledge bases such as statistics, logical thinking and a very strong writing skill."

"I found it very intellectually stimulating. A longer course length would have been perfect."

"You as a teacher responded well and offered a class that was stimulating and challenging."

E-Marketing(Undergraduate)

	Max.	Spring 2001	Summer 1999	Autumn 1999 (Day)
Overall Instructor Assessment	5	4.50	4.75	3.75
Overall Course Assessment	5	4.50	4.83	3.67
Amount you learned in the Course	5	4.13	4.75	3.67
Relevance & Usefulness of Course Content	5	4.83	4.83	4.00
Instructor's Enthusiasm	5	4.33	4.75	3.13
Intellectual Challenge Presented	7	6.13	6.17	5.00
Amount of Effort You Put In	7	6.13	6.00	4.38
Your Involvement in Course	7	6.00	6.10	5.33

Sample Comments:

"The best instructor ever."

"The openness of the professor and his enthusiasm helped me to learn".

"Fun projects".

"He was obviously very knowledgeable and his notes allowed you to listen rather than take notes. Other professors should do the same thing."

"It introduced things I have never done before(e.g. personalize web sites)."

"I loved the hands-on approach."

"It stretched my brain."

"The concept of viral marketing was intellectually stimulating."

"Taught us to think about how the Internet will and is impacting business and personal use."

"Link farm was an awesome project."

"It was fun. I loved Sandeep. He was great."

"Great reading list. Excellent visiting speakers- the voice of experience and perspective."

"The format of the class was open, allowing many involved discussions."

"The readings and the class interaction were very impressive".

Internet Business Model Lab (Undergraduate)

	Max.	Spring 2001(A)	Spring 2001(B)	Summer 2000
Overall Instructor Assessment	5	4.33	4.08	4.13
Overall Course Assessment	5	3.80	4.00	4.08
Amount you learned in the Course	5	3.88	3.81	4.00
Relevance & Usefulness of Course Content	5	4.33	4.22	4.58
Instructor's Enthusiasm	5	4.33	4.54	4.50
Intellectual Challenge Presented	7	4.33	5.60	5.13
Amount of Effort You Put In	7	4.38	5.63	5.93
Your Involvement in Course	7	4.33	5.90	5.75

"I was clueless about the Internet coming into this class. I learned so much. This class definitely stretched my thinking."

"The instructor presented material clearly and made learning enjoyable."

"Fascinating topic- extremely relevant to our times and to business education. Exposed us to the problems and practices of a new paradigm".

Marketing Management(Graduate)

	Max.	Winter 2000	Winter 1999
Overall Instructor Assessment	5	3.00	2.88
Overall Course Assessment	5	3.25	2.95
Amount you learned in the Course	5	2.94	2.81
Relevance & Usefulness of Course Content	5	3.20	3.00
Instructor's Enthusiasm	5	4.13	3.56
Intellectual Challenge Presented	7	4.50	4.33

		Max.	Fall 2001	Summer 2001
Amount of Effort You Put In		7	5.07	5.91
Your Involvement in Course		7	5.70	6.14

Sample Comments:

"Almost all cases used were current companies."

"It opened my mind to new marketing concepts."

"New Ideas: Game Theory, Segmentation, Differentiation."

E-Commerce (Graduate)

	Max.	Fall 2001	Summer 2001
Overall Instructor Assessment	5	3.75	3.83
Overall Course Assessment	5	3.50	3.75
Amount you learned in the Course	5	3.5	3.36
Relevance & Usefulness of Course Content	5	3.50	3.75
Instructor's Enthusiasm	5	4.00	4.50
Intellectual Challenge Presented	7	3.50	4.44
Amount of Effort You Put In	7	4.17	5.33
Your Involvement in Course	7	4.83	5.70

"Organized lectures and facilitating role of instructor contributed to my learning."

"Open learning environment and friendly atmosphere."

"Sandeep shows his teaching experience by providing an informative and fun format in class."

"Guest speakers were great."

"Dr. Krishnamurthy's enthusiasm and his desire to keep us looking slightly into the future."

"I found this class to be very stimulating in that I found myself looking for applications of course content."

"We covered all the hot issues."

"The concepts presented were fresh."

"Seminar format was great."

"I enjoyed discussion in small groups."

Transformation in Teaching Personality- Past, Present and Future

As I look back, I can clearly see an evolution in my teaching personality. I believe this is a natural part of the teaching process. I can clearly identify three stages.

I call the first stage- <u>message transmission</u>. In this stage of my career, I viewed the material as given and considered my focus to be on enthusiastically broadcasting it a group of students. The level of innovation was limited to adding examples to prove a point.

The second stage could be described as <u>contextual teaching</u>. At this stage, I realized that a course does not exist in a vacuum. Rather, it must build on pre-requisite classes and prepare students for future classes in a curriculum. At this stage, I clearly understood the meaning of a curriculum and how it must drive one's teaching.

The third stage is best described as <u>joint exploration</u>. The importance of this stage was especially made clear to me when I started teaching E-Marketing. In general, I found that there are very few straight answers and due to a rapidly changing business scene, the nature of the concepts I taught needed to co-evolve. As a result of this dynamism, in many cases, it was better to jointly explore a topic rather than to preach old concepts to students.

I believe that the future is exciting. The Internet and related technologies have revolutionized the way we teach. I anticipate a greater and wiser usage of technology in the classroom and outside it. I also see a redefinition of the role of the educator. Rather than matching students with content, we will help them locate it and interpret it. Our role will be to adapt classic concepts to the times we live in. I look forward to embracing this new role.