

STINT FINAL REPORT

A STINTONION IN OHIO – FALL 2023

FISHER COLLEGE OF BUSINESS



I would like to start this report by expressing my deepest gratitude to STINT for this incredible opportunity to develop my pedagogical skills at OSU. Through both presenting 2 courses and attending one course (as a student), I am returning to Sweden with new perspectives and methods to implement in the classroom. I am also returning with a deep appreciation of the environment and context offered to faculty and students in Sweden. Similarly, I would like to thank the management of JIBS and Jönköping University for their support during this time.

This report details the institution I visited, the courses taught, and practical considerations and concludes with recommendations.

1. Ohio State University and the Department of Marketing and Logistics

Columbus, the capital of Ohio, is the location of the main OSU campus with other campuses in Wooster, Lima, Mansfield, Marion and Newark. This highlights the importance of OSU to the state. OSU with a total of nearly 66,000 students 51 000 faculty (OSU statistical summary, 2022-2023). Figures show that 73% of students are from Ohio with the balance coming from the rest of the US (18.2%) and internationally (8.8%).

The Department of Marketing and Logistics at Fisher College of Business offers courses in Consumer Behaviour and quantitative marketing, as well as logistics and supply chain management. The department's undergraduate marketing and logistics programs are consistently ranked among the top 20 in the country by U.S. News and World Report. There

are approximately 1700 students who have marketing as a major at OSU. This highlights the size of the institution, especially when compared to JU.

2. The STINT scholarship

The news that I had received a STINT teaching scholarship came over Christmas 2022, a wonderful Christmas present. I immediately contacted the Marketing department at OSU to discuss the teaching and a possible time for a planning visit.

3. The planning visit

I went to visit OSU during April 2023 (8-17 April). This timing was to align my teaching responsibilities in Sweden with the academic calendar at OSU. The visit provided invaluable insights into what I needed to do both in the school and concerning practical arrangements.

Academically, I had been given my teaching prior to my planning trip. I was given the Entrepreneurial Marketing (August – October) course and Social Marketing and Public Policy (October – December) to teach. In these courses, I was responsible for all the activities and teaching in the course (i.e., no co-teaching). These courses are typical of the courses at JIBS – lasting 7 weeks and counting 1.5 credits.

- The Entrepreneurial Marketing course has not been presented since 2020, so I was given the opportunity to develop the course in any way I wanted. I used the planning visit to finalise the topics and discuss the various forms of assessment with the Head of Department.
- Social Marketing and Public Policy is presented by a current staff member (but he is paid extra to do this). He had already ordered the text, so the existing syllabus was used as the basis for the course. I used the planning visit to connect with the current teacher and understand how the course has been assessed.

I met with the international office (Joanna, Laura and Fernando) to understand the support they could give the scholars. At this meeting, insurance was discussed (see the last part of this report) and the matter of an Ohio driver's license was raised. I left this meeting with a clearer understanding of their role, and with the documents (DS2019) I needed to apply for our visas upon my return.

Practically, I booked a conveniently located apartment through Airbnb for this visit, and the owners were willing to consider a long-term let covering the period for the fall. I confirmed this lease and the rental before returning to Sweden. I found Airbnb a great place to identify possible long-term rental options. I rented an apartment in the same building for the visit (see the picture below) which made it easier to plan as I knew the internal layout and the location of the apartment in the city (e.g., distance to the grocery store, getting to OSU etc).

There was a Goodwill (2nd hand) store close to the apartment, and this proved invaluable when we arrived in August and needed some small things for the apartment.



As I had a social security number (SSN), I was able to open a bank account on this visit. They required my passport, Swedish driver's licence and SSN to do this. I was not able to get the bank card, but I arranged to collect it on my return in August.

After the meeting with the international office, I spent time finding out how to go about getting an Ohio driver's license, including visiting the Bureau of Motor Vehicles and researching the possible purchase of a car, if this was what we decided to do.

When I came back, I also went to visit my Swedish Bank to present the situation to them and give them the paperwork associated with the move. I did this to prevent any problems with transferring money internationally.

The importance of this visit cannot be underestimated, particularly from a practical perspective. It answered many questions that I had and went some way in facilitating the planning for the visit in August. I also learned a great deal from meeting previous OSU scholars at the STINT meeting in February 2023.

4. August – December 2023: The actual exchange

4.1 Academically

April - July

I had limited contact with the Department between April and August, the main task being to submit my syllabus before summer. I had contact early in August regarding setting up the office facilities. I was responsible for initiating the contact with the Department, which is understandable given their lack of experience in hosting scholars. I had good contact with the Departmental Administrator who served as my main contact point for getting set up.

Upon the advice of previous scholars, I did not reply to emails sent to my JU account but had an alternative email address for key staff to contact me while I was in the US. The JIBS management was also very good about not contacting me while I was away.

August – December

I went to the office during the week before the start of the classes. The purpose was to set up the learning management system (Canvas) and ensure that I was ready to start with classes the following week. I experienced several problems but there was adequate institutional support to get this resolved in time for the start of the course.

I was given two courses to teach on my own, which meant that colleagues in the department did not need to interact with me. The people are very nice and are willing to help if you ask. Many colleagues only come to the office to teach their classes, which means that the offices are largely empty.

I offered to present either a research seminar or a seminar on the Entrepreneurial Marketing course that I had developed but as they were recruiting new staff, the seminars were only for the applicants for the position/s.

4.2 The Office for International Affairs

The Office of International Affairs takes care of international students and scholars, organising an initial registration meeting to verify visas and other documentation. During this session, they said that they had meetings for scholars, but many were during my class time. It also seems that their emails did not reach me, with the 1st one only reaching me in the last few weeks at OSU.

I found out about the teaching forum in the Business School, but this was only with a few weeks left in the semester. I did join in with their discussions in the remaining weeks.

4.3 My course involvement

As mentioned previously I was involved in 2 courses, Entrepreneurial Marketing (August-October) and Social Marketing and Public Policy (October – December).

4.3.1 Entrepreneurial marketing (EM)

The first course I developed for OSU in the first block was a 1.5-credit course entitled *Entrepreneurial Marketing (EM)*. The course was a 1 1/2 credit module which in the OSU system is a 7-week module. This type of module has classes twice a week - 160 minutes per week (i.e., 2 * 80 minutes on Tuesdays and Thursdays). The expectation is they are expected

to do 3 hours of work in addition to the class. I was responsible for everything in the course – from the development of the syllabus, to the selection of the material and its assessment (e.g., grading).

- *Syllabus development*

The Ohio State University has a pre-existing Entrepreneurial Marketing course done by senior students in their final year (4th year) of study. The syllabus from 2019 was provided to me, but they have not presented this course since then. The existing syllabus highlighted the problem of applied marketing courses namely that they tend to repeat marketing aspects covered in previous courses (e.g., market segmentation and the 4Ps). This was the issue I identified in the syllabus, and I was warned by the HoD of this possibility. My reading of the syllabus that it was not particularly interesting (to me as the teacher). I was told that I could change the syllabus how I wanted, so I took the opportunity to totally revise what was there.

My goal was to develop a complete course that could be used at JIBS, either as a whole or in part. I realised that this would result in my having to develop all the notes (as the topics were course-specific), decide on the assessment and develop the cases. While this was an incredible amount of work, I have succeeded in doing this as well as test teaching the complete course and learning where changes need to be made for any subsequent presentation.

When writing the syllabus, I framed the course as one developed for students who would either be working in a small venture as marketers or acting as a consultant to an entrepreneurial venture regarding their marketing activities. Thus, we not only described and explored the venture but also what it meant for EM. This meant that we could use previous courses to understand their application i.e., I never discussed aspects such as market segmentation and the 4Ps but rather built the lectures (and the syllabus) on the assumption that they had the background knowledge, and this was a context to apply it. I was told that there would be less than 40 in the class, and it turned out that there were 31 students who enrolled for the course.

- *Benefits from the presentation of this course*

My teaching of the EM course presents several benefits in the areas of pedagogy and research.

a) Pedagogical benefits

- A complete syllabus, with the assessments and learning outcomes;
- A complete set of notes that support the syllabus which I wrote to cover the specific syllabus I had developed, resulting in a draft of approximately 250 pages that can be used in other courses;

- A selection of cases that can be embedded into a course;
- Feedback from a class of students based on interactions with them regarding the course content;
- The associated learnings and where changes need to be made in the syllabus and presentation.
- Many topics can be included in other courses currently offered.

b) Research benefits

- My immersion in the application of marketing theories to this context. One example is the Image Transfer Process (McCracken, 1989) which has been used to understand the use of celebrities in marketing brands, but which can also be used by celebrity entrepreneurs. Another example is brand equity theory which has been expanded to include franchisee brand equity.
- Research-led teaching in several lectures with some of my research articles being used in the lectures (e.g., Arshad, N., Shneor, R., & Berndt, AD. The Reward Crowdfunding Campaign Management Process: An Engagement Perspective. International Journal of Entrepreneurial Behavior & Research. <https://10.1108/IJEBR-05-2023-0480>)

4.3.2 Course: Social Marketing and Public policy

This course focuses on marketing behaviours that are described as good for society. Social marketing campaigns include how we get women to go for cancer screenings, children getting their schedule of vaccines and behaviour relating to impaired driving (texting, drinking, drugging). I introduced overconsumption as another issue, getting students to think about the ethical issue facing marketers i.e., marketers want people to buy more, but is this good for society?

It had a book that had been selected, so for this course, it was just a case of finalising the study guide and preparing the rubrics for the grading of the various components. Many of the students who did the 1st course also did this course, which was great for my relationship with the students.

We worked through the text based on the schedule from 2022, the textbook that had been ordered by a staff member. This limited the extent to which I could make changes in the course. In addition to the textbook, I used videos on various topics to support the classes. For example, we did a few lectures that focused on clothing recycling (video: The True Cost, which is available on YouTube). Others were on quitting vaping (using videos from leading influencers who were giving up). The open nature of the course meant I could include videos on topics that interested the class.

- *Benefits from the presentation of this course*

The benefits of this course are largely pedagogical as this was based on an existing syllabus.

- Experience in the presentation of this course, and what works and what doesn't work so well;
- The possibility to include one or more topics in existing courses;
- A clearer understanding of how to present a course of this nature in a better way – specifically changing the assessments and the material. It would take some effort to rework this course.
- It could be a valuable way to engage with social causes in the surrounding community.

4.4 The additional course taken

I also took a course in the Department of Human Kinesiology entitled “Sport and Popular Culture” as it is aligned with my interest in sports in a marketing context. I enjoyed the class interactions with a knowledgeable teacher while also experiencing some new and interesting teaching methods. This was a very valuable experience to have as a student. I also learned a great deal about American and College Football. This was very interesting as many of the students in the class were involved in Buckeye teams, and it provided an interesting perspective on the importance of sport within OSU.

4.5 Practical issues: August - December

I had organised the apartment via Airbnb so when we arrived in August, our living arrangements had been settled. The first few weeks were spent getting our driver's licences, buying a car, getting bank cards and getting settled in addition to getting ready for the start of the classes.

5. Comparison between the host (OSU) and my home institution

I have reflected on several things as part of my experience at OSU.

A. Pedagogy and its importance, curriculum and courses offered and how teaching is conducted

- The syllabus: I appreciated the ability to develop my own syllabus and to do it relatively easily, without requiring extensive approvals or consultation. I could exploit my academic knowledge and incorporate this into the syllabus and make changes right up until the start of the course. This is different from Sweden where course changes can take an extended period, requiring approval for several groups (unless it is a minor change, such as a change in the literature).

- Teaching teams: I was responsible for all aspects of the course, including grading, teaching and managing the Canvas page. The benefit of this was being able to test all the aspects of the syllabus (or course). At JIBS, we always teach in teams ranging from 2-4 staff members (depending on the size of the course). While teaching in teams requires coordination, it does provide students with a varied experience.
- The class size: In both the courses I presented, my courses were electives for final-year students, resulting in classes of less than 35. This was a wonderful experience as most of my classes in Sweden (at the Bachelor level are more than 200). It was really good to learn students' names and something about their lives and experiences. It was also easy to encourage participation during the class.
- The duration of the course: The courses I presented were the same length as those at JIBS. The benefit of this for me meant that the courses I developed and presented can be implemented in their current format.
- The students apologise for not attending a class (which is probably due to participation grades), and never called me by first name, preferring to call me "Prof" – which took some getting used to. This differs from the Swedish culture where I am addressed using my first name.
- Student grades are higher than in my courses in Sweden, and there is an expectation regarding the class average (which is something I am not familiar with). Students know that grading is done to the curve, and I had a student ask me to give them a better grade as part of "curving" the grade. The required average is a 3.3 GPA (around 87%) which results in grade inflation. I have never graded this way, and the inclusion of a participation grade contributes to this.
- I received the official OSU course evaluations despite being told that I did not need to worry about this. They were convinced of my teaching skills prior to the start of the sabbatical, and they did not appear to be concerned with my performance in the classroom. The course evaluations are shorter than what we use at JIBS and the feedback provided useful feedback from the students.

B. Use of technology/IT in education

- The facilities in the classroom: the facilities in the classroom were of a high quality, working every time which made the presentations smooth. This includes a screen at the back of the classroom so that you (as the teacher) do not need to look at what the slides say. Each classroom is equipped with a clicker (it was not necessary to use my own). While our facilities are very good, the number of screens and the sophistication of the equipment at OSU are excellent.
- At JIBS, we use Inspera for examinations. I used Canvas at OSU as they didn't have this option. In the EM course, the exam was written in the class (the last lecture) while the other course did not have an exam.
- OSU also uses Canvas (called Carmen Canvas), similar to JIBS. I appreciated knowing how to use it from Sweden given that I didn't have any other teachers in the course.

C. The faculty and the offices

- Office facilities: as there is no coffee room, each staff member has their own coffee machine, which negatively affects interaction with other faculty. The kitchen has plastic utensils which are thrown away (which I found surprising). Staff do not come to the office except on days that they teach, with many going directly to the class and leaving immediately afterwards. Office doors are largely closed which can result in a sense of loneliness (and also as there is no common meeting place) and I did not attend any department meetings during this time. This so very different from JIBS, where being on campus, interacting and having fika is an important part of the culture.
- The offices are in another building from where classes are presented. This means that as a teacher, you do not see students until you move around on campus. Students also did not come to the offices regularly.

6. Action plan

Two main actions will be undertaken within JIBS:

- a) Regarding the courses, I have written an extensive report which has been submitted to JIBS management (at various levels) where I provide information about the course I developed. I have already shared the notes from two lectures with a colleague who is involved in a similar course. We have already started having discussions about how I can introduce some of the Entrepreneurial Marketing topics into the existing course.
- b) Pedagogical experiences - I also presented some feedback to other colleagues regarding the pedagogical experience during a workshop held on 11 January 2024. I will also share additional details on the pedagogical experience in future seminars organised at JIBS.

By communicating with JIBS and within JU what I have been doing, I hope to not only be able to get some interest in the courses I presented but also to encourage other colleagues to apply for a STINT scholarship, given the tremendous benefits I have experienced.

7. Recommendations

- *The importance of the planning visit*

The contribution of the planning visit cannot be underestimated, particularly from a practical perspective. I also used this information to discuss my move with my bank to ensure that movements of money would not be flagged as money laundering.

- *A WhatsApp group*

Those of us going to the US formed a WhatsApp group. This provided valuable contact with others in a similar process. We shared messages on the visa process as well as staying in contact during the visit.

- *Be realistic about what you can expect*

The US academic system operates differently from Sweden, and the universities are very big with many students and activities. This means that departments may be large, with many colleagues and classes, impacting time for interaction.

- *Ask!*

Americans are very friendly, but they don't always consider what you do (and don't) know. If you are unsure and ask, they will gladly assist you.

- *Use the experience to explore the surroundings*

We used the time to explore around Ohio, particularly Amish Country which offered new insights and experiences. We did this every weekend.

- *Insurance*

The question of insurance caused some issues. As a private foundation, JU applicants cannot be insured by Kammarkollegiet, requiring JU to get private insurance for us. Further, I was informed while meeting Joanna on the planning visit that both my husband and I were required to purchase additional insurance (\$65 per person per month). This came as a bit of a surprise, given the quality of the insurance we have purchased in Sweden. It is necessary to purchase it, irrespective of the insurance we had from Sweden. STINT needs to investigate the matter of insurance more closely. If I must purchase insurance in Ohio, why is insurance from Sweden necessary?

8. Conclusion

While writing this report, I have once again become aware of how much I learned from my experience at OSU, both from an academic and from a personal perspective. I came to realise that I have a depth and breadth of knowledge that I didn't realise and that many of my previous experiences positively contributed to the classes. I also realised the nature of my academic and personal competencies.

I look forward to implementing some of my ideas (as mentioned earlier) upon my return to Sweden.

Once again, I would like to express my gratitude to STINT for this tremendous experience. I would also like to express my thanks to The Ohio State University for granting me this opportunity.