

Excellence in Teaching Award Application

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Personal Statement

I am a 5th year PhD Candidate in Marketing in the Terry College of Business and I am passionate about educating the next generation of business leaders to make the world a better place. Having spent significant time working with international economic development and seeing firsthand the impact that business practices can make on improving society, I pursued a PhD with the goal to become a professor and teach students to use marketing to improve the world. When I first arrived at UGA, I had the passion for the topic but I lacked the teaching experience and professional development to make this goal into a reality. Over the past 4.5 years I have intentionally worked to take advantage of the plethora of resources, opportunities, and mentors available at UGA. These experiences and mentors have shaped my approach to teaching and my philosophy of using a student-centered approach to prioritize helping my students develop a global mindset and make connections to the real world.

I taught 3 sections of the upper level elective MARK4500 Marketing Services as Instructor of Record and was a Graduate Teaching Assistant for 6 sections of MARK3000 Principles of Marketing. As an instructor of record, I inherited the course, but I made significant modifications to the course content to make it my own, particularly by adding in current events and real world applications. I created an innovative, group project for students to apply the concepts learned in class by creating their own start-up companies with Shark-Tank Style business pitches and peer-review venture capitalist questions. In response to observing that my students needed career guidance, I created Career Fridays- 15 minute lectures on professional development topics. In the face of the Pandemic, I redesigned the in-person course for a Flipped Classroom approach- a strategy I had learned about from a CTL training as part of GRSC 7770. For more details about these innovations see my Teaching Portfolio.

Outside of departmental teaching responsibilities, I have been a mentor for Masters of Marketing Research students, a Content Tutor for the Portuguese Flagship Program, and a Poverty Simulation Facilitator for the UGA Extension office. In my own department, I share course materials and mentor other PhD students throughout their own teaching and TA responsibilities. For my Future Faculty Fellows Cohort peers, I helped them with job market professional development through reviewing cover letters and teaching philosophies, as well as sharing job opportunities and interview advice. For the community of UGA TA's I helped lead two TA Café's and I volunteered to conduct Mid-Semester Formative Evaluations this spring.

I have consistently searched out opportunities to become a better educator at UGA through UGA CTL Workshops, a Mid-Semester Formative Evaluation, semester long pedagogical courses, outside CIRTl courses, and as a CTL Future Faculty Fellow. I learned how to create an inclusive classroom, be a student-centered educator, implement active learning techniques, and how to incorporate my research into my teaching. Perhaps the most important thing I learned was how to adopt a mindset of constant self-reflection and course improvement. To emphasize how I constantly adapt and improve my courses and teaching strategies, key takeaways are included with each example in my Teaching Portfolio.

During my time at UGA I have shown constant dedication to becoming a better educator. UGA has provided me with the opportunities to develop myself professionally, and given me the confidence, the tools, and the resources to build a career using a student-centered approach to teach the next generation of business leaders to become global citizens and make the world a better place. Thank you for your consideration.

Rachel Ramey Teaching Portfolio (12 pages)

Teaching Philosophy

In my teaching style I strive to be fair, to show my students that I care about them, and to help them succeed not only in my class but in their future careers. This student-centered approach means that I focus on facilitating students making connections between course content and the outside world. I help all students who come through my classroom gain experiences and knowledge they can use in their future career, as well as gain an understanding of how Marketing and Business can be used not only to gain more profit, but as a tool to positively impact the world around them.

I am empathetic to my students' background and the challenges they may face inside and outside the classroom due to my experience as an international exchange student and as a woman in STEM fields. The way I structure my classroom lets students know that I care about them and that I want them to succeed inside and outside the classroom. I work to create a classroom that is inclusive and responsive to student needs. Knowing my students' background helps me to personalize the learning to modalities that resonate with them, so I send a pre-semester survey asking students what they want me to know about them (i.e.: preferred names, pronouns, interests, and any concerns they may have about the class). I do this to make my students feel welcome in my classroom and to signal that I am approachable and will work with them to make accommodations. I strive to make my coursework, study materials and classroom environment inclusive and accessible as a result. For example, I use subtitles for all videos in class to make sure the content is ADA accessible as well as to help any students who are not native English speakers. I accommodate different learning styles in the classroom by switching up traditional lecture style courses with active learning to allow my students to have voices. I also collect a mid-semester feedback survey and incorporate student responses into my teaching by improving and adapting my course materials and activities. For example, after receiving feedback that online recorded lectures were too long, I worked to break the material into manageable chunks and record multiple shorter videos that were more engaging.

One of the ways I am most student-centered is providing timely and consistent feedback. I provide detailed feedback throughout the semester to help students track their progress and improve their submissions. When I taught Services Marketing the final project was turned in as progressive deliverables. I provide detailed constructive feedback at each submission and students are given the opportunity to revise each deliverable before final submission, resulting in substantial improvement over the course of the semester.

In my classroom, my goal is to help students understand the bigger picture and develop a global mindset. I bring my international research and cultural experiences into the classroom to expose students to their roles as global citizens and future business leaders. I want my students to understand the power that marketing tools give them and the responsibility to make sure that they use those tools to have a positive impact. I incorporate a variety of current events, global news, and various cultural and international perspectives on issues to help them expand their own perceptions and understand the role business plays in shaping society. I challenge my students to consider the social implications of business decisions by discussing the role of marketing in the Opioid Epidemic and financial access for low income consumers. In the future, I hope to teach courses that give students hands-on experience with becoming global citizens. I have been developing lesson plans for a Social Impact Marketing course which would focus on using marketing to address the UN Sustainable Development Goals.

As a part of the business school, I believe it is my responsibility to prepare students to enter the workforce. As such, I incorporate professional development opportunities into my curriculum through innovative “Career Fridays”. I also believe that class projects should provide real world experience. My goal is to give my students something that they can talk about in an interview or incorporate in their resume. I created an innovative semester group project for Marketing Services. The students pitched ideas for startup service companies and formed teams to develop a Marketing Services Business Plan. This project provides the real life experience of developing a startup company, pitching an idea, and working in a team to solve a problem. In Spring 2022, one of my students who won the “Best Pitch Award” posted about her Marketing Services Business Plan and presentation on LinkedIn as a way to show future employers what she was capable of.

I adopt a model of constant self-evaluation and improvement. After each class, I take a few minutes to write notes to myself about what went well and what did not. At the end of the semester, I organize my course materials and spend time writing a summary reflection. I believe being an educator is a career of constant learning and self-reflection. I participate in professional development opportunities and take courses to improve my teaching in the classroom, including a teaching fellowship with Future Faculty Fellows where I learned how to create an inclusive classroom and developed the professional tools necessary for a career as a faculty member.

My teaching philosophy is to create a student-centered environment where students feel welcome and empowered to become global citizens and learn how they can use marketing and business to positively impact the world in the future, whatever career they decide to pursue.

Description of Courses Taught

MARK 4500: Marketing Services (3 Sections)

Fall 2020, Spring 2022

Role: Instructor of Record

Enrollment: Fall 2020 (2 Sections- 93 students, Flipped Classroom), Spring 2022 (1 Section-59 students)

Course Description: Upper level elective for Business majors in Terry College of Business to help students understand the unique characteristics of marketing services.

Responsibilities: I was responsible for all aspects of the course. I updated and expanded course materials, designed and led in-class activities, created new assignments and evaluation criteria, developed an innovative, semester-long project, and mentored students for professional career development. I created and managed online learning platform. I solicited and incorporated student feedback. In 2020, I adapted the in-person course to a flipped classroom model.

MARK 3000: Principles of Marketing (6 Sections)

Spring 2020, Summer 2021 & 2022

Role: Graduate Teaching Assistant

Enrollment: Spring 2020 (1 Section- 30 Students) Summer 2021 (2 Sections- 92 Students) Summer 2022 (3 Sections- 147 Students)

Course Description: Introductory Marketing course for Business Majors

Responsibilities: I graded all assignments and provided detailed, individualized feedback for all assignments. I was also responsible for upholding academic integrity for exams by reviewing exam records and referring cases of questionable ethical behavior to Instructor of Record. Assisted with troubleshooting the ELC platform and updating rubrics and assignments.

Evaluation of My Teaching

Quantitative Evaluations

	Fall 2020a	Fall 2020b	Spring 2022
Assignments and Activities were useful for helping me learn	4.78	4.62	4.64
Feedback on graded homework and exams was valuable	4.81	4.74	4.78
The course was well organized	4.94	4.69	4.76
Overall, the course was excellent	4.83	4.54	4.74
The instructor was available outside of class	4.94	4.82	4.82
The instructor stimulated students interest in the material	4.89	4.72	4.68
The instructor was enthusiastic about teaching this course	5.00	4.77	4.96
The instructor was well prepared for class	4.94	4.79	4.96
The instructor used class time effectively	4.94	4.67	4.90
I would take another course with this instructor	4.83	4.53	4.78
Overall, the instructor was effective at teaching the subject	4.94	4.69	4.90

Student Evaluations

Overall:

- “Professor Ramey was an excellent teacher this semester. Each morning she was dynamic and engaging, excited to share new material. It was clear she put great effort into the material and activities we did throughout the course. She connected a lot of the concepts to current events and real world examples and encouraged us to do the same. Her communication was clear and constant and she responded very quickly when questions were asked! She also gave detailed feedback quickly and was very flexible and understanding. Overall, it is obvious she is very passionate about the material and her students' success and I am very grateful to her!” (Spring 2022, MARK4500)
- “Over the past four years of college, I have to say Professor Ramey is the most genuine and passionate professors I've had. The Marketing Department is blessed to have her and she embodies Terry Excellence.” (Spring 2022, MARK4500)

Student-Centered:

- “Professor Ramey was one of the best professors I have had at UGA. She was always available for questions and really pushed students to learn.” (Fall 2020, MARK4500)
- “Professor Ramey was amazing. She really cared about her students and was very open to finding creative ways to make the course more engaging.” (Spring 2022, MARK4500)
- “She was an amazing professor- let students speak and give input and really went in depth with a lot of the content, lots of current events and examples.” (Spring 2022, MARK4500)

Providing Feedback to Students:

- “The instructor was SO helpful throughout the whole entire course. She wanted to hear our feedback half-way through the semester and made changes to benefit us half-way through. She was the best professor I had during this "hybrid" year and I think her passion to help us learn and encourage us through these weird times was a big part of that.” (Fall 2020, MARK4500)

- She was very receptive to feedback throughout the semester and shifted the structure to best fit students' needs. Overall an 11/10 professor." (Fall 2020, MARK4500)

Real World Applications:

- "She is honestly one of the best instructors I've had in college. She did an amazing job of facilitating learning and inspiring us to look at and analyze real life examples. I will retain more from this class than many others because she really made the material seem real and concrete. I could not recommend her more." (Fall 2020, MARK4500)
- "Professor Ramey made class very engaging and interesting by using lots of discussion and real-world examples to explain the subject matter." (Fall 2020, MARK4500)

Professional Development:

- "Loved that she did career Fridays with practical career help" (Spring 2022, MARK4500)
- With me and my employment/career search, she went above and beyond. Multiple times she had meetings with me outside class to discuss my career search and provide a much needed perspective, and always seemed so happy to do so. Her career Fridays were also helpful as a graduating senior and showed clear additional effort on her part. (Spring 2022, MARK4500)

Peer, Faculty, and CTL Evaluations

Peer Evaluation

- "Rachel was a guest lecturer for my Marketing Research course. She performed exercises to brainstorm potential problems and solutions in fieldwork and provided examples of her own Randomized Controlled Trial Field Study in Malawi. Her lecture was engaging and informative with real-world examples students could relate to and feedback they received on their answers in the discussion. At the end of the session, everyone was amazed by getting a glimpse of field studies in the marketing context." -Merve Uzunogullari, Georgia Tech PhD Student, Instructor

Faculty Evaluations

- "I had the pleasure of sitting in on one of Rachel's classes and observed her to be a respectful, highly engaging, and encouraging instructor. She did a wonderful job of combining structured material with compelling, contemporary examples to help her students understand key service marketing concepts. Her students were attentive, and actively participated in class discussions." -Dr. John Hullah- Department Head
- "In my 19 years of teaching and working with Teaching Assistants, Rachel has been one of the most effective and dependable Teaching Assistants to support my classroom efforts. I have witnessed and my students have benefitted from Rachel's commitment to academic excellence, her motivation to provide timely and fair feedback, and her exemplary business professionalism." -Dr. Kimberly Grantham- Senior Lecturer UGA

Mid Semester Formative Evaluation- CTL at UGA: 2/21/2022

- "Students unanimously agreed that they appreciate that you bring in real world examples as well as examples from pop culture, and that the examples connect with their group assignments. They appreciate that you ask them to provide their own examples."
- "Students unanimously agreed that Career Fridays are a huge help. They appreciate the career advice and your choice of topics that they might not have previously known about"
- "Students feel that expectations on their project are clear, and that they receive feedback on each step of project."

Professional Activities, Professional Development, Training, and Experience Related to Teaching at UGA and Outside

UGA Academic Pedagogy Semester Courses

- EDIT 6000 Technology in the Classroom- 1 Credit Fall 2020
- GRSC 7880 Community Engaged Research Methods- 3 Credits Spring 2020
- GRSC 7770 Graduate Teaching Seminar- 2 Credits Spring 2019

Center for the Integration of Research, Teaching, and Learning (CIRTL) Trainings

- CIRTL “Ethical Dilemmas in Inclusive Teaching”- 2 hours 12/5/2022
- CIRTL “Transforming your Research into Teaching”- 7 hours 6/16/2021-7/28/2021

UGA Center for Teaching and Learning (CTL) Professional Development and Trainings

- TA Café: Cultivating Community in the Classroom- 1 hour 9/12/2022
- DEI Statement Professional Development with Dr. Ashley Harlow 7/19/2022
- Teaching Portfolio Professional Development with Dr. Kelly Farmer Summer 2022
- Midsemester Formative Evaluation (MSFE) with Rachel Harris 2/21/2022
- TA Café: Making Teaching Fun- 1 hour 10/28/2021
- CTL Workshop: Practices that Promote Academic Integrity- 1.25 hours 9/28/2021
- TA Café: Building on Student Feedback- 1 hour 4/7/2021
- CTL Gradteach Workshop: Philosophy of Teaching Training- 1.25 hours 3/23/2021
- Online Respondus Monitor Tutorial for Marketing Department- 1 hour 8/17/2020
- CTL Workshop: Teaching Students to Problem Solve vs. Answer-Get 2/27/2019
- Teaching Observation (GRSC 7770)- Marketing Research with Dr. McManus 1/24/2019
- Microteaching Activity (GRSC 7770)- “International Brand Perceptions” 1/8/2019
- TA Orientation- 4 hours 8/9/2018

UGA Future Faculty Fellows Professional Development- CTL

- Volunteer- Virtual Mid-Semester Formative Evaluations Facilitator Spring 2023
- Leadership- TA Café Leader: Teaching Resources 101 11/18/2022
- Leadership- TA Café Leader: Teaching Outside the Classroom 3/29/2022
- Future Faculty Fellows Professional Development Trainings- CTL- UGA
 - Final 3FP Reflection- 1.5 Hours 12/2/2022
 - Establishing a Network and Creating my Brand- 1.5 hours 10/21/2022
 - Handling Microaggressions and “Hot Moments”-1.5 hours 9/23/2022
 - Course Design and Development-1.5 hours 8/26/2022
 - 3FP Retreat: DEI in the Classroom- 10 hours 5/16-17/2022
 - IDPs & Goal-Setting-1.5 hours 4/15/2022
 - The Interview Process-1.5 hours 4/1/2022
 - Innovation in the Classroom- 1.5 hours 3/18/22
 - 3FP Midsemester Check in and reflection- 1.5 hours 3/4/2022
 - Cover Letter Development- 1.5 hours 2/4/2022
 - Individual Development Plans and Goal Setting- 1.5 hours 1/21/2022
 - 3FP Winter Retreat-12 hours 1/5-7/2022

Invited Guest Lectures

- Disney Case Study: Service Environment- Loyola University Chicago 10/25/2022
- Disney Case Study: Service Environment- Concordia University Chicago 10/11/2022
- Learnings from Conducting Field Research in Africa- Georgia Tech 10/5/2022

UGA Professional Activities Related to Teaching

- Portuguese Business Content Tutor: University of Georgia **Spring 2018, Fall 2019**
LACSI Portuguese Flagship Program
 - Created weekly modules of Business Topics in Brazil (in Portuguese) and met with Flagship Students to help them develop their language skills.
- Poverty Education Simulation Facilitator- UGA Extension Office **June 2021- 2022**
 - Guided small groups of students, faculty, or community members through online simulations and led reflection sessions.

Outside Professional Activities Related to Teaching

- Consultant for IBA 555 International Business, University of Alabama **Summer 2021**
 - Reverse Innovation in India: Virtual International Learning Experience
 - Mentored masters level team of students to help them navigate the Lean Customer Innovation Process as they conducted virtual customer interviews with rural Indian consumers and developed a water filtration solution to pitch to investors.
- Graduate Assistant and Study Abroad Leader- UA in India **Summer 2018**
- Adult English as a Second Language Tutor **2015, 2017**

Mentorship

- Mentor for Graduate Level Research Assistant for International Field Study **2019-2022**
- Mentor and Supervisor for Master of Marketing Research (MMR) RA's **2019-2020**
- Atlanta Public Schools Virtual Pandemic Tutor- Neighboring Love Foundation **2020**

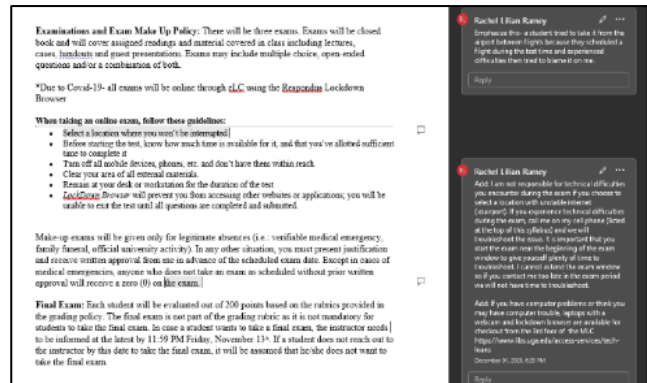
Teaching Honors and Fellowship

- **2023 Outstanding Teaching Assistant Award Nomination** **2023**
University of Georgia, Department of Marketing
- **Future Faculty Fellow-** University of Georgia Teaching CTL Fellowship **2022**
Year-long professional development program with an interdisciplinary cohort of 15 experienced graduate teaching assistants with a demonstrated commitment to innovation and teaching excellence.

Samples of Teaching Materials

Annotated Syllabus- Self-Reflection on Teaching

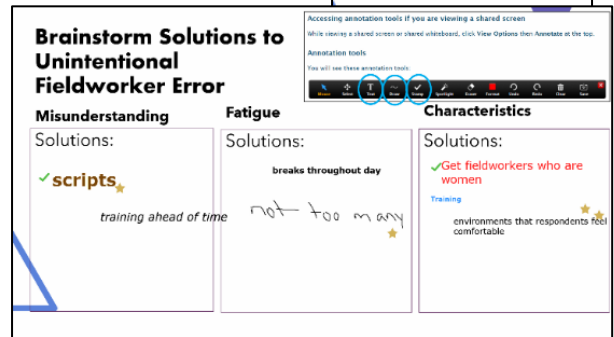
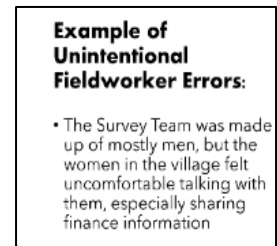
One of the most important tools as a teacher is self-reflection. After each class I teach, I take a few minutes to write down notes about how the class went on my lesson plans as well as make small updates to my PowerPoints and activity instruction documents. At the end of each semester, I annotate my syllabus by adjusting point values, adding more detailed instructions, or making comments to my future self for the next time I teach the course. When I begin to prepare my materials to teach a course I have already taught, the first resource I go to is my annotated syllabus and my reflection notes from the previous year. This allows me to constantly improve my teaching and my courses. The key reflections and takeaways in this teaching portfolio are the result of this Teaching Reflection.



My Annotated Syllabus from the first time I taught MARK 4500. These notes are about exam policies.

Bringing Research Into the Classroom- Collaborative Brainstorming

I bring my own global experience and research into the classroom through sharing my personal experience. I was invited to do a Zoom guest lecture on Field Data Collection Challenges for a Marketing Research Class for a peer at Georgia Tech. I taught the concepts of unintentional and intentional field worker and respondent errors by providing examples of errors I encountered in the field and asking students to collaboratively brainstorm potential solutions using the Zoom Annotation tool, chat features, or by unmuting themselves. After their brainstorming I discussed the solutions we tried in the field, and some guidelines of best practices for field data collection.

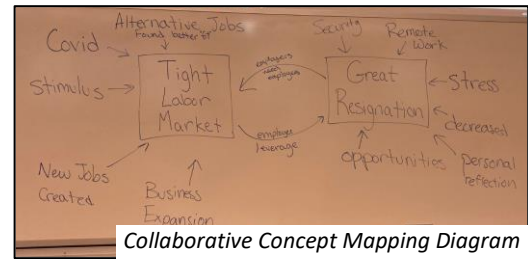


Key Reflections and Takeaways:

- I was invited to give this lecture in a peer's course because of my own field research experience. By creating this lecture, I learned to break down complex concepts and how to communicate my research to a new audience.
- I learned the importance of giving students the opportunity to problem solve when presented with research topics. Research is about analyzing and thinking, and through allowing students to brainstorm solutions to field problems rather than just lecturing-I help students understand this vital component of research which they may not be exposed to otherwise.

Current Event Concept Mapping- Real-World Applications

I believe it is important to bring current events into the classroom so that students can connect what they learn in class to what is going on in the world around them to develop a global mindset. An important current event in Spring 2022 was the Great Resignation and the resulting Tight Labor Market. I incorporated this current event into the course content about Employees, one of the 7 P's of Services Marketing. I led an interactive class-wide concept mapping discussion where the students drew on their personal experiences to identify recent causes of the events and together we mapped the relationship between the themes on the whiteboard. Following the mapping, we discussed what these themes meant for the students as they pursue their future careers.



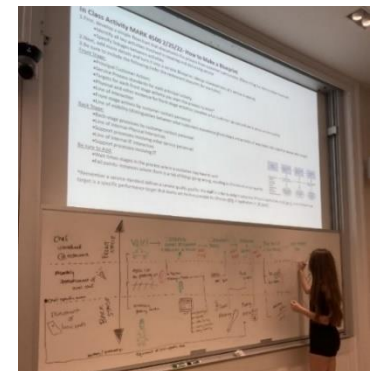
Collaborative Concept Mapping Diagram we created as a class on the board

Key Reflections and Takeaways:

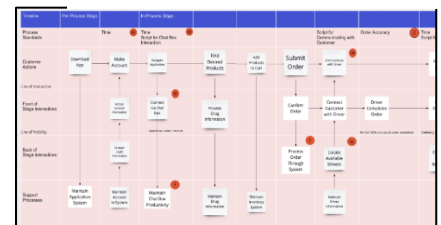
- Students have less exposure to current events and economic concepts than I anticipated. I have expanded my coverage of current events and dedicated more class time to linking course concepts to current events as a result. It is a highlight on student final evaluations.

Multiple Mediums for In-Class Activities and Instructions

One of the concepts taught in MARK 4500 is how to make Service Blueprints- flow charts of the components of service companies that are mapped through boxes and arrows. I created an in-class activity for students to work in groups to create a Blueprint of their own Start-up Company. Some students prefer listening to instructions, while others, especially ESL students may prefer written instructions. To accommodate both, I described the activity instructions out loud, then also projected the instructions on the screen. Since this was a creative opportunity, I wanted to allow students multiple modalities to complete the task. Students could choose between using an interactive whiteboard on a website called Miro, or they could create a physical blueprint in class. I brought a variety of markers, post-its and posterboard to class and let them choose their creative medium. I walked through the room throughout class answering questions and facilitating.



Student creates physical blueprint on whiteboard with her team beneath the instructions projected on the screen



Interactive Online Blueprint Created by a student team

Key Reflections and Takeaways:

- The first time I taught this course, the technology adaptation to Miro Collaboration Board was necessary due to Covid-19 capacity restrictions, but it gave me a new tool to integrate into future face-to-face classes. The second time I taught, I could offer the online option as well as bring in Post-Its, posterboard and dry erase markers into the classroom for a physical option.

Explanation of Innovative Teaching Projects and Roles

Career Friday- Professional Development

Career Fridays were an innovation I started in Spring 2022 after learning in Fall 2020 that the students needed more career guidance. I brought professional development topics and resources into the classroom by creating a Career Friday curriculum- mini lectures given at the end of class on Fridays. They covered a range of topics based on student interest survey and Career Center guidance including traditional topics such as Elevator Pitches, Behavioral Interviews, and Networking, but also included topics like Personal Finance After Graduation, How to Get your Resume Past AI Robots, and a guide to applying to Grad School. The purpose was to stimulate student awareness of the importance of these career development topics and give them resources for further exploration and development.

Elevator Pitch Activity

- Write out your elevator pitch
- 30 Seconds- 1 minute
- Content:
 - Who you are
 - What you do
 - What you want to achieve
- Turn to your neighbor and share your pitch
- Tell you partner one thing they did well, and one thing they could improve



Example of In-Class Activity to guide students in the creation of an elevator pitch for career networking

“Professor Ramey assists in her students’ careers outside of the classroom - we have Career Fridays with information on resumes, cover letters, hiring processes, etc.”

Key Reflections and Takeaways:

- Students do not have as much exposure to fundamental career topics as I anticipated. After the first few Career Friday lectures I scaled back the topics to more fundamental career aspects like elevator pitches and resume building.
- The most well received lectures were ‘Personal Finance for After Graduation’ and ‘How to Apply to Grad School’- I plan to spend two lectures on both topics in the future.

Walt Disney Case Study

I created this mini case study to help my students put into practice a real-world application of a major course concept, the use of Ambient Conditions in marketing services. We discuss the importance of ambient conditions and I use videos clips, background music, and visuals to show students the extreme ways that Disney incorporates Ambient Conditions into their theme parks. At the end of class students identify the ways local companies use ambient conditions around Athens with an in-class activity.



Ambient Conditions In Class Activity

- Select three services in Athens – on campus, outside, or online
 - E.g. Au Bon Pain; classrooms; Starbucks; parking services; Tate student services website ;
- Fill out the table with each of the 3 services
- Share your highest or lowest rated Service Environment with the class

Service	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?	How do you think this service uses ambient conditions?

Key Reflections and Takeaways:

- Students feel a strong connection to the Disney brand and to Walt Disney World- I learned that students are receptive and engaged with companies and brands they are familiar with and have connections to.

Walt Disney Case Study Presentation and Ambient Conditions in Class Activity Instructions

Flipped Classroom- Fall 2020

My first semester as an Instructor of Record was Fall 2020, the first full semester taught in the COVID-19 Pandemic. The University of Georgia limited classroom capacity to 1/3 of students and incorporated a Hybrid Virtual Teaching Model. I was one of the only teachers in my department to adopt a “Flipped Classroom” teaching style. It required reworking the syllabus and the course content, but I thought my students would benefit from dedicated face-to-face activity time as well as from online lectures recorded specifically for that purpose. My students were assigned 2 online asynchronous pre-recorded lectures each week, then they would come one day each week to Face-to-Face class to apply the concepts they learned in the pre-recorded lectures through discussion and in-class activities. (As a result, I taught the same lesson 6 times- 2 sections of 1/3 of the students 3 days a week). The pre-recorded lectures were recorded in PowerPoint which gave students the ease of navigation between topics and was a lower file size which increased classroom inclusivity for students who may not have had strong internet access at home.



Recorded Lecture for Flipped Classroom

Key Reflections and Takeaways:

- Teaching the face-to-face lecture 6 times in a row allowed me to adapt the lecture in real time and see the variations of student comprehension across groups of students. This allowed me to gain semesters of experience teaching the same course in one semester.
- Teaching during the pandemic allowed me to develop empathy towards student’s individual challenges and learn to make the classroom more inclusive and equitable.

Marketing Services Plan: Semester-Long Group Project

A major innovative component that I added to the traditional Marketing Services course content was a Semester-Long Group Project to create a Marketing Services Plan. The students pitched ideas for a startup companies and formed teams to develop a Marketing Services Business Plan over the course of the semester. Throughout the semester, they learn concepts in class, then apply them to their individual companies. At the end of the semester they pitch their ideas in front of classmates and guest judges, and the best presentation is given the “Best Pitch Award.” It gives them the real life experience of developing a start-up company, pitching a business idea, and working on a team.

From the Syllabus:

“The Objective of this project is to come up with an idea for a new services start-up company and work with your team to creatively apply the concepts learned over the semester to your company. The project will culminate in a 5-minute business pitch with time for Questions (think Shark-Tank) to your classmates and guest judges.”

*This Innovative Project is elaborated further in the following ‘Samples of Student Work’

Samples of Student Work

Final Presentation (Shark Tank Business Pitch) & Peer Review (Venture Capitalist Q&A)

Shark Tank Business Pitch: 5-Minute Business Pitch is a unique challenge and requires skills they may not have mastered in another class. It is challenging to condense a semester-long project and 20-page business plan down to a 5-minute presentation with 7-8 slides. Their job is to convince the audience of ‘venture capitalists’ to invest in their service and it causes them to identify the most important aspects of their company. It allows them the opportunity for creativity- they can dress professionally or in coordinated dress that matches their theme, and the content of the pitch is up to them.

Peer Review: Venture Capitalist Questions: After their 5 minute presentations, the students are also required to prepare and respond to 5 minutes of questions following



Example of Student Final Presentation and Business Pitch Slide Deck for the company they created, Minute Meds

Venture Capitalist Questions

A venture capitalist asks questions to verify whether your company is a good investment.



Preparation Tips:

- Review Classmate Executive Summaries
- Think of a few questions you would like to ask; use the questions on this slide for ideas

Potential Questions:

- Management Team**
 - Why is the team uniquely qualified to execute the company's business plan?
 - What experience do the founders have that you consider with the ideal?
 - Are the founders passionate and determined?
- Market Analysis**
 - What is your niche about your service?
 - Is the market opportunity high?
 - Why does your company have high growth potential?
- Potential Risks**
 - Has it been affected by COVID-19?
 - Will it still be viable Post-Covid-19?
 - What risks have you identified for your potential full points and risks?
- Core Service/Product Details**
 - What do you think is your service?
 - What is the unique environment or app interface like?
- Competitors**
 - What is your competitive advantage?
 - What are the key differentiators of your service?
 - Are there barriers for competitors to replicate your service?
- Pricing**
 - Are your financial projections accurate, meaningful, and credible?
 - Do you understand your key financials? (See Performance Indicators)
- Future**
 - What would be your next steps in taking the product to market?
 - How do you envision expanding or building the service?
- Customers**
 - What advertising or promotions will you be doing?
 - What is the cost of customer acquisition?

Class Instructions for How to Ask Venture Capitalist Questions

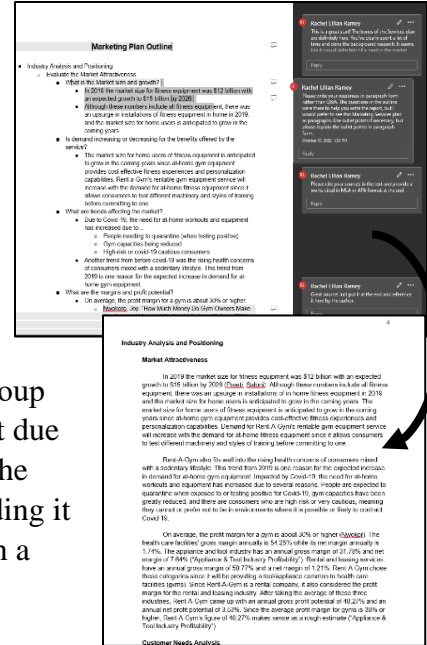
their presentation from the audience. I instruct the student audience to evaluate the presentations and ask questions to the presenting classmates as if they were venture capitalists. All the students in the classroom have worked on their own projects, so this opportunity allows them to change their mindset and critically evaluate the work of other students. I maintain a professional and cordial questioning atmosphere, but I also instruct my students to push each other and really ask the tough questions.

Key Reflections and Takeaways:

- The first time I assigned business pitches, I thought students understood how to make business pitches so I gave them minimal guidelines hoping that they would use the freedom for creativity. They struggled with the presentations, and the submissions were below the quality I anticipated. The second time, I gave them much more scaffolding through providing detailed instructions and a rubric as well as evaluating Shark Tank Pitch examples in class. With these changes, the second year presentations were much improved and the students visibly felt more confident in their presentations and answering questions.
- I originally intended to use guest judges for the venture capitalist questions. When I was unable to secure enough guest judges for all class sections I had to find a way to facilitate the venture capitalist mindset among my students and teach them to ask insightful questions. The student learning that resulted from the students asking the questions was such that it's something I will continue to incorporate in future business pitches.

Student Improvement through Periodic Deliverables and Detailed Feedback:

To facilitate improvement along the semester, the group project is broken up into 3 deliverables which follow the sequence of the course content. These deliverables are designed to keep the students on track with the final project deadline and give me the opportunity to provide detailed feedback before the final submission. The deliverables are ungraded, but the final submission should include modifications made in response to my feedback. My goal is to help students learn and to guide them towards a high quality final submission.



Student Quote: “The instructor (Professor Ramey) made (The Group Project) reasonable to complete by making portions of the project due during the semester. I also appreciated that she put emphasis on the importance of learning the content of the project, rather than grading it harshly. I feel that because of this, I was able to learn more and in a more effective way.”

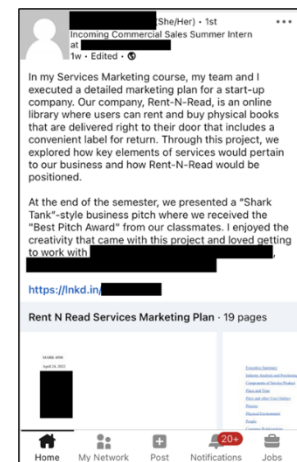
Key Reflections and Takeaways:

- I will use periodic deliverables for all future large projects. The students' submissions improve exponentially from the first to the final deliverable and it helped me understand where my instructions and guidance were lacking. When the first deliverables were turned in as bullet points, I added instructions about the format of professional writing to the instructions. Between the first and second times I taught this course I also changed point values on the rubric based on the amount of work and where the students had struggled the first time.

Example of Student First Deliverable submission with Feedback, and final submission of the same deliverable: shows drastic student improvement in professionalism and quality

Professional Development- Student LinkedIn Example

Students can apply the skills they learn throughout the semester-long project in their future careers. It also gives them experience that they can talk about in interviews, put in a resume, or even post about on LinkedIn. In Spring 2022, one of my students who won the “Best Pitch Award” posted about their Marketing Services Business Plan and presentation on LinkedIn to show future employers what she was capable of.



LinkedIn Post from Student about Semester Project

Key Reflections and Takeaways:

- This experience reinforced my belief in the importance of concrete deliverables that can be listed on a resume.
- This experience validated my effort to help students make their submissions professional (format, complete sentences, including citations) because they may post them on LinkedIn and show them to employers.