Ludovica Cesareo: Teaching Statement

I have had the opportunity to teach many courses, both as PhD student and as a Post-doctoral fellow. To date, I have taught Introduction to Marketing, Advertising Management and Integrated Marketing Communications. Beyond those areas, my teaching interests also include Luxury Branding, Consumer Behavior and Marketing Research. However, I am open to developing and teaching other courses, depending on the needs of my department.

My overall teaching philosophy is to create an engaging and interactive environment where students can actively participate, learn and thrive. I have translated that into action throughout the various courses I teach at the Wharton School, by designing modern syllabi, employing innovative teaching techniques and hosting notable guest speakers well aligned to the concepts being discussed. I have taught the highest-level students, both undergraduate and graduate, and received excellent feedback, as highlighted below in their comments and evaluations.

At Wharton, I teach a seven-week MBA elective course, *Advertising Management* (MKTG724), with an average of 60 students per section. I taught the class in Q3 of Spring 2017 (one section), and both Q3 and Q4 of Spring 2016 (one section in each quarter). I designed the entire course from scratch, assembled the syllabus, chose the textbook and readings, the cases to discuss in class, and the assignments. The course involves two, contemporary and highly education group projects: a viral project and an advertising campaign project. In the first group assignment, students work in teams to craft viral content on the Buzzfeed platform related to a certain holiday or season (e.g., Valentine's day, Mother's day, March Madness). Students are asked to create a post that will be as viral as possible, with a minimum 1000 views threshold, based on what they have learned in class about inbound and earned media, thus seeing firsthand the challenges posed in creating viral content. In the second group assignment, students work throughout the class on a real advertising campaign for an industry partner. They receive a brief from the client and are tasked with developing their own advertising campaign, including creative, media plan and evaluation plan, which is ultimately presented to the client at the end of the class. Winning teams, as per the client's decision, receive a prize. For this second project, I have collaborated in 2017 with Dove chocolate (a Mars brand); in 2016, I worked with AT&T and InterTrend (an agency from L.A) in Q3, and with Gap and Untitled LLC (an agency from NY) in Q4. Beyond these real-world experiences, I also sought to enhance student's understanding of the advertising industry with a variety of guest speakers, from Google, to comScore, to start-up Matt&Marie's in Philadelphia. The novelty of the class structure, the highly engaging content and the quality of the guest speakers has been very much appreciated by the students, who, in the end-of-the-year evaluations, have written that I created "a very dynamic classroom environment, through interaction and fresh content" and that "this class is one of the best course I have taken at Wharton." My teaching evaluations were above the average for class: 2.5/4 (course average: 2.25).

In addition, for the past two years I have served as a TA for the semester-long undergraduate course *Intro to Marketing* (MKTG 101); in 2016-2017, I also served as the

Head TA. Marketing 101 consists of a large (approx. 450 students), weekly lecture by a professor, coupled with weekly case-based classes (recitations; each of 25 students). TAs are typically outstanding MBA or PhD students who teach the weekly recitations, hold office hours and grade all assignments, quizzes and final exams. The recitation format comprises the discussion of a rigorous business case (e.g., HBS's Starbucks and BBVA cases; Kellogg's Sony case) related to the topics introduced in lecture each week. The discussion is semi-structured and students lead the discussion, with my guidance, to highlight the key points and takeaways of each case. In addition, MKTG 101 students spend several weeks, playing the SABRE (Strategic Allocation of Business REsouces; similar to MarkStrat) simulation in groups. As TA, I introduce the simulation, support students in their decision-making and help them understand the big-picture takeaways from the simulation.

The MKTG 101 TA teaching format is very engaging and personal, and in a small classroom and discussion setting, I got to know my students very well, helping them build upon their strengths while improving upon their weaknesses. Students felt my high level of commitment to their learning and understanding of the class concepts and this was reflected in their positive comments on my evaluations ("Ludovica was an excellent TA. She is very knowledgeable and helps students understand concepts incredibly well."; "Ludovica put a ton of time into our recitation, and it was much appreciated;" "Prof. Cesareo is extremely impressive – she clearly knows her stuff inside and out and does an excellent job communicating that knowledge to the class. She is engaging, thoughtful, and very fair in all aspects of the class. She gave students everything they needed to succeed) and excellent end-of-year teaching evaluations: 3.59/4 (course average: 3.39).

As the head TA in 2016-2017, I had additional responsibilities for class organization, case selection, quizzes/exam prep and TA team management. Furthermore, over the last two years, Prof. Niedermeier has asked me to guest lecture in the main classroom meetings (each time to approximately 450 students) on multiple occasions, lecturing about promotions and marketing communication, branding and brand structure.

In both January 2017 and 2016, I served as a TA for Prof. David Reibstein's *Strategic Marketing Simulation* (MKTG613) MBA class. I attended all classes, evaluated teams' performances, supported students during the simulation (SABRE), and graded all final papers. In May 2016, I was a TA for Prof. Barbara Khan and Prof. David Bell's *Luxury Branding and Retailing in Italy and Beyond* (MKTG897) MBA Global class, which well fit into my research interests. I travelled to Milan with the group, coordinated with Bocconi faculty for the lectures, helped organize store and factory visits, guest lectured on luxury counterfeiting, and graded all assignments and final papers.

As a PhD student at Sapienza, University of Rome, Italy, I served as teaching assistant for a variety of graduate and undergraduate courses, oftentimes lecturing classes of over 200 students. In addition, in the summers of 2014 and 2013, I was a professor of *Integrated Marketing Communications* at Lorenzo de' Medici, the Italian International Institute in Rome, where I taught an intensive summer undergraduate course to American students visiting Italy.

Together, this wealth of teaching experiences has given me extensive experience in how to effectively create, structure and lead a course that students will find motivating and

engaging. I have learned to mix a variety of teaching methods and materials, both classic and contemporary. I plan to incorporate these techniques in my future teaching to address different learning styles of students, and to help them develop a diversified portfolio of skills and knowledge. More generally, I remember what being on the other side of the desk, as a student, was like, and which professors and classes inspired me and excited me. I always keep that mind when I am teaching, striving to be enthusiastic and engaging with my students. I think that my passion for teaching and my subject matter is apparent. I look forward to bringing this experience, empathy and passion to my future teaching assignments.