Teaching Philosophy by Dirk C. Moosmayer

Research-based – Practice-oriented – Interactive

Research-based
My teaching is based on a Humboldtian perspective of integrating teaching and research in a way that both stimulate each other. In this context, I aim to stimulate my students’ curiosity for a topic by providing them with little research tasks which they are supposed to solve, e.g. by applying a web search, by finding a journal article on a specific topic, or by gathering a small piece of primary information (e.g. looking up availability and prices of a specific product category in a retail store).

Moreover, I aim to increase my students’ curiosity for a topic and their motivation to approach it in a research-oriented way, by connecting teaching content to my research areas. In line with my research interest that gives high importance to the tensions between economic and social values, I usually integrate traditional economic theories and perspective with more societal perspectives that reflect on the consequences of corporate, managerial, or consumer activity on a broader set of stakeholders. This is in line with the University of Nottingham’s commitment to the UN Principles of Responsible Management Education (PRME).

Practice-oriented
My teaching is further rooted in an understanding of management and marketing as a discipline that aims to understand and explain business and market phenomena by applying methods from a diverse set of disciplines such as psychology, sociology, mathematics, and statistics. Based on this understanding, I consider marketing and management as an applied discipline, and business teaching should always be directed to its application in business practice – not neglecting that there may be nothing more practical than a good theory.

I integrate knowledge and examples from my relatively broad practical experiences into my teaching. I want to make use of my working background in the banking and consulting industries across Europe and research projects with companies e.g. in the chemical industry to connect knowledge across diverse topics and illustrate the teaching content’s practical relevance. I am convinced that explaining practical application of the content taught and, if possible, having the students apply the learned content, substantially increases the depth of learning and the students’ ability to apply the content in their future jobs. Moreover, I am convinced that an understanding of content’s practical applicability, and if possible actually applying it, e.g. in a case study or a smaller research task, makes it easier to memorize it and to retrieve it in a later decision situation.

Interactive
I believe that effective teaching understands the student not as a recipient of lectures but rather as a co-producer of the learning process. In this view, learning success depends on students’ interaction with me as a teacher, facilitator, and co-learner, among their peers and potentially with some other persons, e.g. when performing smaller research tasks. I aim to stimulate interaction by integrating my students into my lectures, by showing my personal curiosity and excitement for the contents taught. Moreover, integrating students into lectures helps raising their attention (because they want to give good answers and because they are more attentive when one of their co-students says something). Integrating web technologies and providing them with a blended learning environment further enhances the students’ interaction and learning experiences.

I believe that it is important that students contribute to their own learning processes by interacting with their peers. This may be reached through team assignments. I further think that peer-reviewing is a valuable component of learning processes that is particularly applicable for research-based teaching approaches. Giving students’ the task to give feedback on and evaluate their peers’ work, increases students’ evaluative and reflective competences. Furthermore, this reflection deepens the learning experiences as it requires to develop an own position regarding the thoughts and works of others. Finally, integrating peer’s in the evaluation processes may also increase the transparency and acceptance of the evaluation process. This aspect gains particular importance for research seminars and theses supervisions. In this context, I aim to provide constructive developmental feedback to research in all stages of the research process is a particular asset. Experiences form my membership in the Editorial Board of the Academy of Management Learning & Education assure that the applied methods and concepts are up to date and innovate continuously.

My teaching is nourished by a broad set of experiences in business practice and at a set of different educational institution. By combining the best of different approaches, I aim to provide classes that are liked and considered relevant by my students.