

Markus Becker - Teaching portfolio

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Pedagogical view/idea

I strongly believe that active participation holds one of the keys to successful learning. There is much evidence for that in the pedagogical literature, but my own experience as a student and a tutor at Cambridge University further convinced me that active involvement of students is a powerful means for achieving understanding, learning, and sustained acquisition of competence.

In all of my courses, I therefore integrate interactive elements. These range from in-class group discussions and mini-cases or exercises that serve as discussion starters to discuss-with-your-neighbor assignments, and full case studies that we discuss in class. I sometimes use role play e.g. when a student group presents its recommendations to another student group that acts as the firm's top management. In class, we often use digital solutions for voting (such as Polleverywhere), where we subsequently discuss the outcome of the votes. We sometimes use short videos for introducing and motivating topics, which we then unpack carefully. I also use exercises where students themselves pick organizations to analyze and then independently solve an assignment on that organization, which I subsequently comment. I have also designed courses that are almost entirely case-based and consist mostly of in-class discussion of case studies. In my courses I also invite practitioners to present real-time, real-case insights on challenges they are sitting with, and how they tackle them. Where possible, I organize guest lecturers from firms to bring real cases to the students, which the students solve and discuss together with employees from the firm.

As part of the interactive elements I integrate in my courses, I also use and encourage teamwork amongst students, based on the conviction that discussion with peers is an important factor in sustained learning. Such teamwork ranges from in-class group discussions (starting with 2 minute discuss-with-your-neighbor assignments) to formation of study groups for the duration of the whole semester. In their study groups, students prepare case studies before class and present them in class.

Teaching Experience

Since 2001, I have gained broad teaching experience at different institutions (University of Southern Denmark, Strasbourg University) and different levels (undergraduate, graduate, MBA, Ph.D., and executive education). I have taught 'traditional' courses and research seminars, with class sizes ranging all the way from 5 to 250 students.

My main teaching interests relate to two domains:

- 1 Organization theory and organization design
- 2 Corporate and business strategy

I have also been teaching courses in organization of innovation.

Pedagogical competence

SDU lecturer training program (adjunktpædagogikum), University of Southern Denmark, 2003