

Teaching Portfolio

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Pedagogical View

My mission as a lecturer is to impart subject-specific knowledge as well as methodological competencies to the next generation so as to train future leaders and researchers capable of self-reflection. This implies more than simple relaying of narrative knowledge and requires me to guide and motivate students towards acquiring competencies in critical thinking as well as honing their knowledge transfer and application skills. My teaching philosophy aims to allow for independent learning. It is my responsibility to provide my students with the tools necessary for self-development and the enhancement of their competencies. Taking course participants seriously, treating them with respect and responding adequately to different types of learners and personalities is particularly important to me. Fairness constitutes my top priority. I demand a lot of my students but always evaluate them in a just and reasonable manner. In line with my teaching mission, I act on four guiding principles (4I-Approach):

- a) Innovative Teaching should never be stagnant, but should always include the latest research results, examples and frameworks.
- b) Interactive My teaching method is not unidirectional but rather reciprocal and characterized by interaction and discussion. I accept and welcome continuous feedback.
- c) Investigative Research and teaching go hand in hand. Research provides new teaching content, and teaching is integrated into research. Absolute truths are (usually) nonexistent. Discussions and scrutiny are welcomed.
- d) Inspiring Students should be motivated to engage with academic questions and topics, and be brought to understand their practical usefulness for own projects and job-related goals.

Teaching Experience

I have over 10 years of experience in teaching in higher education covering courses in the areas of innovation management, marketing as well as research methods. My teaching encompasses both German and English lectures and seminars at all study levels and with varying numbers of participants. After having completed my university education in industrial engineering and economics at the University of Kassel, Germany, I started my PhD in the field of marketing and innovation at the University of Hamburg, Germany. Since then, I designed and taught lectures and seminars, next to supervising Bachelor and Master theses in my position as research assistant. Starting in 2010, I also offered PhD courses on quantitative research methods at EBS Universität für Wirtschaft und Recht (EBS University of Business and Law). In April 2014, I took over a position as Assistant Professor for Management & Innovative Value Creation Concepts at Philipps-University of Marburg. Since then, I was offering around three lectures and/or seminars per semester, at both undergraduate and postgraduate level. Since the winter semester 2013/2014, I was offering a lecture on "Business Model Innovation", held in English and accompanied by exercise sessions. This lecture reflected my core interest in this research area. To be able to characterize not only the transformation of incumbent firms but also the creation of start-ups, in 2017 I have integrated "Entrepreneurship" as an additional English postgraduate course into my teaching portfolio. The undergraduate lecture on "Quantitative Empirical Research Methods" has been part of my syllabus since summer semester 2014 and regularly counted between 200 and 300 participants. This course teaches students the theoretical foundations of applied empirical research, multivariate data analysis and practical skills in SPSS, and is supported by a group of tutors under my supervision. In addition to my teaching at Philipps-University of Marburg, I gained permanent guest lecturer positions for the courses of Business Model Innovation (starting April 2014) and Multivariate Data Analysis (starting March 2016) at the Business & Economics postgraduate program of the University of Kassel. I taught Entrepreneurship in the part time MSc program at the Handelshochschule Leipzig and Cooperation & Partnerships at University of Liechtenstein. Moreover, I have held various guest lectures at both undergraduate and postgraduate level at North Dakota State University. Next to my teaching activities, I have conducted various doctoral seminars and colloquia.

Taught courses (after 2013)

At Philipps-University of Marburg

2013 - 2019 (5x) Business Model Innovation (MSc, English)

2017 - 2018 (2x) Entrepreneurship (MSc, English)

2014 - 2019 (6x) Quantitative Empirical Research Methods (BSc, German)

2013 - 2017 (7x) Innovative Value Creation Concepts - Bachelor Seminar (BSc, German)
2013 - 2019 (9x) Innovative Value Creation Concepts - Empirical Research Seminar (MSc, English)
2014 Advanced Research Methods for Strategy and Innovation (PhD, English)

At University of Kassel

2015 - today (4x) Multivariate Analytical Methods (MSc, German)
2015 - today (4x) Business Model Innovation (MSc, English)

At University of Liechtenstein

2018 Cooperation and Partnerships (MSc, German)

At Handelshochschule Leipzig (HHL)

2017 Entrepreneurship (MSc, English)

Supervision experience

I have supervised more than 70 bachelor and master theses. I successfully supervised one PhD student and co-supervised three PhD students and I am currently supervising two more PhD candidates:

ongoing Sebastian Doeppe, PhD Thesis: Multimodal Travel Behavior: Determinants, Consequences and Policy Implications, Philipps-University of Marburg, Primary Supervisor
ongoing Peter Harengel, PhD Thesis: A Multi-level Investigation of Service Transitions in Manufacturing Firms, Philipps-University of Marburg, Primary Supervisor
2019 Marianne Hock, PhD Thesis: Enablers of Business Model Innovation - Theoretical Reflections, Empirical Analyses and Management Implications, Philipps-University of Marburg, Primary Supervisor
2018 Christian Klusmann, PhD Thesis: Different Perspectives on Entrepreneurship and Business Models: Investigating Entrepreneurial Behavior in Start-ups, Academia, and corporations, University of Kassel, Secondary Supervisor
2017 Verena Joachim, PhD Thesis: Strategies to Cope with the Fuzziness at the Front End of Innovation, University of Kassel, Secondary Supervisor
2017 Christian Rosenkranz, PhD Thesis: Relational Governance in Family Firms – Theoretical Advancement and Empirical Evidence, Philipps-University of Marburg, Secondary Supervisor

Formal pedagogical training

I believe it is my responsibility as a lecturer to continually challenge and educate myself, especially since I am still in the early stages of my career. Furthermore, I aim to actualize my main course topic (innovation) as one of the goals of teaching. Giving lectures on continuous improvement, innovation management and customer orientation without orienting my research group and syllabus towards these guidelines certainly rings hollow. As a result, I scrutinize and update my content in light of recent academic insights before every semester. Moreover, I integrate my students' feedback, as well as my team's findings and experiences (whether PhD candidates, tutors or student assistants). I especially appreciate conversations with my tutors and student assistants as they allow me access to honest first-hand student opinions.

Apart from improving specific teaching contents, starting in 2008 (the year of my entry into academia) I have been continuously educating myself in university didactics and the utilization of new teaching methods. In 2010, I raised funds from the Hamburg Office of E-Learning to test the usability of virtual classrooms. The project was conducted during the winter semester 2010/11 as part of a seminar in collaboration with a partner university located several hundred kilometers away. The software Adobe Connect was used to conduct several courses via the Internet. The platform was utilized to allow for verbal and visual discussions. In addition, tools such as sketchpads and voting mechanisms – allowing for collaborative work and problem solving – were implemented and tested. The individual online modules were recorded, converted to training videos and made available to students.

After entering Philipps-University Marburg in 2013, I have participated in the university didactics program "Professional University Teaching Competency", investing 200 hours and attaining the successful completion certificate in mid-2015. The program has had a decisive beneficial impact on my didactic skills and has already been incorporated to a considerable degree into the contents described in this teaching portfolio. It encompassed a variety of subjects from the following areas:

a) Teaching and studying I attended courses in the areas of suitable conceptual design (e.g. "Course design oriented towards examinations and students" and "Learning via problem-solving") and implementation practices (e.g. "Lectures as interactive communication processes: Students and student-oriented lecture design" and "Elocution lessons and speech training"). These allowed me to gain useful methods, as well as well-founded knowledge on university didactic approaches which have furthered my ability to critically reflect on ingrained behavioral patterns.

- b) Testing and providing advice This domain allowed me to strengthen my competencies regarding the design of legitimate and study goal-oriented examinations. Here, I focused on those examinations types rather unfamiliar to me, but which nevertheless appeared to be highly appropriate for a holistic teaching portfolio (especially when it comes to large-group lectures), such as „Multiple choice examinations“, „Computer-assisted tests and examinations – From designing questions, to tests assisting study, to electronic and scanner examinations“ and „Competent design of oral examinations“.
- c) Teaching evaluation Courses such as „Feedback competency in teaching“ allowed me to gain the methodological competencies necessary to obtain feedback, as well as develop strategies to properly deal with the acquired feedback.
- d) Media competency Lecturers (especially in Germany) are at risk of falling behind when it comes to the utilization of new and highly useful types of media in teaching. My further education encompassed the proper utilization of classical media (e.g. „Visualization and presentation“) as well as new media approaches (e.g. „Guiding students' learning processes via ILIAS: Using e-portfolios, blogs, wikis and forums“). Further highlights in this area included the legal framework of using and distributing digital content, which I learned about in a workshop on „Innovative ideas and the foundations of media in designing and implementing courses“.
- e) Reflexivity This domain comprised reflecting on learned material and applying it to one's own course. I seized the opportunity of realizing an individual instructional coaching with an instructional coach certified in university didactics. From my point of view, this represents the key element of my education in university didactics. I utilized the coaching opportunity throughout the entire process - from course design to evaluation - of the first iteration of my large-group lecture on „Quantitative Empirical Research Methods“. This allowed (and forced) me to think systematically about my teaching and methods of university didactics, as well as to discuss my thoughts with the instructional coach before and after holding the course. As part of this coaching, teaching methods such as „live feedback“, „Think-Pair-Share“ and a thorough orientation towards teaching goals were applied to and adapted for the course. Additionally, outside observation by the coach allowed for direct evaluation of the results.