

# Teaching Portfolio

## Teaching portfolio Thomas Schøtt

### 1. Pedagogical philosophy

My education in teaching methods and pedagogical practice has been entirely informal. In none of my jobs have I been expected to participate in any course, and accordingly I have neither diplomas nor certificates. Rather, I am auto-didact and have learnt to teach by inspiration from my own teachers and colleagues, by trial-and-error, by listening to students' feedback, and by reflecting on my teaching.

Project collaboration in teaching encompasses working together with co-teachers on developing and teaching courses and workshops and with teaching assistants on teaching courses.

Teaching experience in courses extends across 15 years as Assistant and Associate Professor teaching sociology, research methods, statistics, and social network analysis at all levels at U of Pittsburgh, and 13 years as Associate Professor and Professor WSR teaching entrepreneurship, organizations, research methods, statistics, and social network analysis at all levels at University of Southern Denmark, and organizing and teaching entrepreneurship research at doctoral and postdoctoral levels in Ph.D. courses and workshops at universities around the world. Courses and supervision are listed later in this document.

Tests and exams encompass multiple choice tests, individual and team reports, essay exams, and individual and group oral exams, bachelor projects, master theses, and doctoral dissertations, that I have guided, supervised, reviewed, assessed, evaluated, and served as opponent on.

My teaching philosophy emphasizes participants' motivation, engagement, and learning. Motivation differs greatly between, say, bachelor students and Ph.D. students, especially for learning research methods and statistics. But for all kinds of participants, motivation is enhanced by raising questions about the social world and using that as a starting point. For example, raising the question of what kinds of people are most likely to become entrepreneurs, will enhance motivation for learning to analyze association between cause and effect. Thereafter, raising the question of how people become entrepreneurs, will enhance motivation for learning about theorizing about mechanisms and then about techniques for analyzing mediation between the cause and outcome. And raising the question of how context shapes people's pursuits, will enhance motivation for learning about institutional context moderating the effect of individual-level cause upon outcome. Engagement is enhanced when participants are developing find answers to questions. Learning is enhanced especially much, I experience, when participants develop their own hypotheses and designs for testing them, and then perform the tests and interpret results theoretically.

My teaching methods are typically problem based, learning by doing problems. Participants and/or I raise a scholarly problem, typically leading to specifying it as a problem of cause and effect, mediating mechanisms, or moderation, and then developing ways of addressing and solving the problem. I assign many exercises and much homework in courses at all levels, which focuses on formulating problems, solving them, and interpreting solutions theoretically.

My teaching methods are also intuition based, learning based on intuitive understanding. When I teach research methods, statistics, social network analysis, or doing entrepreneurship research, I and the participants typically start by posing and discussing a simple problem, as described in the preceding paragraph, and then we look at data. As a simple example, we may consider men and women becoming entrepreneurs or not, leading us to look at data from a population survey, to look at gender and occupation in a bar graph and then in a cross-tabulation. This approach, based on a problem and using intuition, is highly motivating for learning, not as statistical theoreticians, but as users.

My study program development encompasses participating in the development of the master program in entrepreneurship in the department, notably the master courses in 'Doing entrepreneurship research', 'Idea evaluation' that has now become 'Research methods'. I am responsible for the courses 'Doing entrepreneurship research', 'Research methods', and also a course on 'Market research methods', and am also responsible for the course on 'Organization' in the program in business administration (HD-org). Moreover, I have served as the representative of the department, faculty and university in the inter-university consortium Doctoral Organization and Management Education (DOME/FiOL), in which we have been organizing and sponsoring a program of Ph.D. courses. In this context I have developed my Ph.D. courses on methodology, social network analysis, and entrepreneurship research.

My teaching materials for each course are posted for the students on BlackBoard. For a course in the department and also outside the department, the teaching materials typically comprise, a syllabus for the course; a schedule for the course; lecture notes for lecture classes; data for analysis by the students; homework assignments in preparation for each lecture class and problem-solving class; exercises for problem-solving in class, occasionally with a teaching assistant; power point slides, serving as a condensed textbook on research methods and stats; exams from previous years; and guidance on reporting an analysis; Teaching effectiveness is seen in the participants' learning by doing. Indeed, a typical Ph.D. course or workshop runs for five days, from 9 am to 6 pm, and despite the intensity an long days, the teaching has been effective, with participants displaying not only stamina, but also great motivation, engagement, enthusiasm and learning.

### Teaching outside the department

In addition to my full and regular teaching in the department, I am frequently called on to teach and instruct elsewhere, both at our university and at other universities around the World.

At our university I often teach quantitative methodology in the Faculty of Humanities. Frequently, I give a short course on survey research for master students, and a week-long course on quantitative methods for Ph.D. students.

At the Sino-Danish Centre for Education and Research, at the Chinese Academy of Sciences, I occasionally teach Danish, Chinese, and other graduate students. In Beijing, recently, I taught a one-week intensive Ph.D. course on Social Network Analysis and a two-week intensive course module on quantitative research in the Master program in Innovation

Management. I guide social science theses and dissertations. I am bringing Chinese doctoral students in entrepreneurship to our department for Ph.D. courses and collaboration in research on entrepreneurship, resulting in several co-authored articles. Also sponsored by the Sino-Danish Centre, I have in recent years been a primary instructor in the annual one-week Cicalics Academy in China, mainly teaching social network analysis to doctoral students. The philosophy and methods of teaching are similar to those I pursue in Denmark.

Around the World, I teach research on entrepreneurship, utilizing the data from the Global Entrepreneurship Monitor. The participants are mainly Ph.D. students (also from our department) and scholars from the hosting country and elsewhere. The typical courses is an intensive one-week residential workshops. Recent ones have been in Turkey (four times), Iran (four times), China (three times) Ghana (twice), Zambia, Ethiopia, Egypt, Jordan, Malaysia, Jamaica, Mexico, Chile, Colombia, and United States. The courses and workshops have been funded mainly by Danish, Canadian and EU development programs. Some workshops have focused on entrepreneurial networks and on youth in entrepreneurship, notably leading to participants' articles in special issues of International Journal of Business and Globalisation, and International Journal of Entrepreneurship and Small Business, edited by me. My upcoming workshop and Ph.D. course will focus on family business, leading to a special issue of European Journal of International Management, edited by me.

## **2. Teaching Experience**

### **Undergraduate courses**

Statistics, University of Southern Denmark (Spring 2018) Social Network Analysis, University of Southern Denmark (Fall 2017, Fall 2018) Methodology, University of Southern Denmark ('04). Organization, University of Southern Denmark ('02,'03,'04,'05).

Freshman Studies 1, University of Pittsburgh ('97,'98,'99,'00,'01,'02,'03).

Science in Society, University of Pittsburgh ('91,'92,'93,'94,sp'96,su'96,'97,'99,'01).

Introduction to Sociology, University of Pittsburgh ('99).

Science and Technology in USA-Japan-Europe, Pitt ('98,'99,su'00,f'00,'02).

Global Change and Modern Life, University of Pittsburgh ('00,'04).

Global Society, University of Pittsburgh ('93).

Comparative Civilizations, University of Pittsburgh ('04).

Societies, University of Pittsburgh ('97,'97,'99,'00,'01,'04).

Personal Networks, University of Pittsburgh ('94).

Social Research Methods, University of Pittsburgh ('89,'91,sp'98,su'98,'99,'00,'01,'02,'03).

Understanding Statistics, University of Pittsburgh ('88,'89).

Social Statistics, University of Pittsburgh ('95).

Basic Applied Statistics, University of Pittsburgh ('96,'97,'98).

Sociology of Science Seminar, University of Pittsburgh ('90).

Organizations: Theory and Research, University of Pittsburgh ('92).

### **MBA course**

Management of organizational networks [MBA], University of Southern Denmark ('08).

### **Master studies courses**

Doing Entrepreneurship Research, University of Southern Denmark (Fall 2017, Fall 2018).

Quantitative and Qualitative Methods and Field Studies [MA], U.of S.Denmark ('06,'07,'08,'09).

Quantitative research, University of Southern Denmark ('10,'11,'12,S'13,F'13,S'14,F'14,S'15).

Evaluation of ideas [Master studies in Strategic Entrepreneurship], USD ('11,'12,S'13,S'14,S'15).

Management of organizations [Master studies in Entrepreneurship], U. of Tehran ('11).

Research methods, University of Southern Denmark (S'16,F'16,S'17,F'17,S'18).

### **Graduate courses (for Master-level and Ph.D. students)**

World Systems: Theory and Research, University of Pittsburgh ('92,'94,'97).

Knowledge in Society, University of Pittsburgh ('96).

Structural Sociology, University of Pittsburgh ('89,'94).

Social Networks, University of Pittsburgh ('98,'08).

Quantitative Methodology, University of Pittsburgh ('89,'96,'99,'01,'03).

### **Ph.D. courses**

Quantitative Research Methods, University of Southern Denmark ('09,'10,'11,'12,'13,'14,S'15).

Advanced Quantitative Research Methods, University of Southern Denmark ('09).

Advanced Social Network Analysis, University of Southern Denmark ('03,'05,'07,'09).

Quantitative Research Methods in Entrepreneurship, University of Tehran (2012).

Research Methodology, Kwame Nkrumah University, Ghana (2012).

Entrepreneurship Research using data from GEM, Ondokus Mayis U, Turkey (2014),

Entrepreneurship Research using data from GEM, Yeditepe University (2014, 2015, 2016).

Entrepreneurship Research using data from GEM, East China Normal University (2016).

Social Network Analysis, U.of S.Denmark ('01,'02,'04,'06,'08,'09,'10,'11,'12,'13,'14,'15,'16,'17)

Social Network Analysis, Tsinghua University (2014),

Social Network Analysis, University of Chinese Academy of Science/Sino Danish Centre in Beijing (2017).

