

Teaching Statement
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Why teach at all?

For me, teaching is one of the most rewarding aspects of being involved in higher education. It is incredibly satisfying to be involved in someone's formative educational experience and help shape how they interact with the world. To date, I have genuinely enjoyed my opportunities to work with students, whether as an instructor or a mentor. Another strong motivating factor to teach is the direct link between my research on strategy and entrepreneurship and my ability to educate successful future entrepreneurs. The classroom provides a unique setting for translating my work from the abstract world of research to the practical world of business. Places like the Bay Area and, more recently, Austin and Seattle have developed vibrant entrepreneurship hubs and then seen significant regional economic development. I find it incredibly exciting to envision my ability as a scholar and, more broadly, as part of a university to attract and educate high potential would-be entrepreneurs.

What courses?

Due to the multidisciplinary nature of the Management Science & Engineering Department and my research area of Organizations, Technology, and Entrepreneurship, my research and teaching experiences have involved strategy and innovation questions in the context of entrepreneurship. I helped teach MS&E 180—Organizations: Theory and Management to over 70 students. The class provides juniors and seniors with a foundation in organization theory and a practical understanding of organization management across three levels of analysis: individuals, teams, and organizations. I have also twice helped teach the undergraduate course MS&E 175—Innovation, Creativity, and Change, which explored the challenges of creating and sustaining innovation in organizations and how organizations use innovation to adapt to changing environments. As part of my teaching role in these courses, I was in charge of helping organize class activities, running the exam review sessions and office hours, and grading assignments and exams.

In addition to teaching assistance, I also have prior experience as a primary educator in the classroom setting. I have taught several high school math courses, including AP Calculus, and I also have served as a tutor for mechanical engineering majors across two years while at MIT. I am looking forward to leveraging this prior experience and my expertise in strategy and entrepreneurship to teach these classes at the undergraduate, master's, and PhD levels.

What is my philosophy?

My general teaching philosophy moving forward will be focused on driving engagement with my students. As such, I will use three techniques: in-class activities, longitudinal projects, and guest speakers. As a learner and now as an educator, I have found most rewarding classes where students are heavily involved in their own learning experience. Students enjoy participating in-class activities like group exercises and workshops. I rarely remembered lectures, but I certainly remember the funny and unique group exercises from class. As a professor, I plan to incorporate these exercises often to create these memorable lessons.

Additionally, some of the most effective learning comes from applying course concepts outside the classroom. To that end, I am a big proponent of longitudinal group projects. Group projects allow students to interact with course concepts independently and develop a more nuanced understanding of course material. Finally, I also believe in bringing in guest speakers to demonstrate the applications of course material in the real-world setting. This final component of teaching serves to reinforce the relevance of what students are encountering in the classroom.

Overall, I am excited to incorporate my research into my teaching. I know that I am well-positioned for success in teaching strategy and entrepreneurship, given my prior experience assisting with courses in these fields and as the primary educator in math & engineering.