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STATEMENT OF TEACHING PHILOSOPHY AND INTEREST

Teaching Interests

My primary teaching assignments in my current post are marketing research and consumer behavior. Although I enjoy teaching consumer behavior, marketing research is my favorite for several reasons. First, marketing research is a core requirement at our institution, and it is by far the least favorite for students because of the focus on statistics and quantitative techniques, and it is satisfying to watch them overcome their anxiety and gain confidence. Second, it is a project-based course in which students conduct marketing research for local organizations, involving a great deal of ambiguity. Third, students must – often for the first time in their academic career – transition from reporting what is known to identifying what is *not* known. My experience teaching this course – and the lessons drawn from it – will be valuable in teaching other courses such as marketing management/strategy, new product development, brand management and many other related courses. I am eager to teach any of those, as well as marketing research and consumer behavior.

Teaching Philosophy

I approach teaching as a collaborative effort between the student and myself, with both of us sharing responsibility for learning. As educators in business disciplines, we are charged with shaping the next generation of business practitioners, and as such I view myself as much as a professional mentor as an instructor. I strive to create a classroom environment built upon mutual respect – not only between the student and me, but also between the student and his/her peers. To accomplish this goal, I combine traditional lectures, active learning exercises and group discussions. I encourage students to apply textbook principles and theories to real-world situations and challenge them to develop their own examples of theory in action.

My courses, whenever possible, revolve around group projects that mirror the environmental uncertainty students will face in the business world. My role in the project is that of mentor or facilitator; the student groups are given an ambiguous assignment that drives them to become active participants in not only learning what has been previously discovered, but also discovering new information. As I repeatedly tell my students, *what we know is finite, but what we don't know is infinite*. I guide them through the process of exploration, but the discovery itself is left to the students.