

## Teaching Portfolio

Teaching Portfolio by Assoc. Professor Majbritt Rostgaard Evald

### Setting the scene

My teaching, supervision and education responsibilities are linked to SDUs Business School and the Department of Business and Sustainability (DBS), which is part of the Faculty of Business and Social Science (BSS). The Business School and the department is rooted in a business economics tradition and bases its activities on strong interactions with the surrounding community. This is expressed both in research projects and in teaching where theory and a practical understanding and knowledge go hand in hand. Based on student-centred learning philosophy, students are provided with knowledge, skills and qualifications that enable them to contribute to solving societal challenges at any point in their career (BSS strategy 'Beyond the Obvious', 2023). Thus, creating employable graduates equipped for the future is a key part of the education strategy. The tradition has influenced my teaching, supervision, and management of educational development activities as well as my teaching philosophy, of which this teaching portfolio provides an insight.

### Teaching philosophy

My teaching philosophy revolves around three interconnected elements: learning, motivation, and feedback. These components play a pivotal role in guiding students beyond mere acquisition of fundamental subject matter. By emphasizing these aspects, I aim to foster creativity, critical thinking and problem-solving skills. This approach aligns with Bloom's revised taxonomy (Anderson and Krathwohl, 2001) in which students to reach the highest level of Blooms, must transform knowledge rather than passively receive it.

In addition, I believe that a teacher's primary role is to facilitate learning (helping students to learn, get experience and insight) and that the way teaching is organized can play a major role in that. My emphasis is therefore on helping students to learn by organizing learning processes that align with the subject's learning objectives, the exam format and the type of students (Biggs, 1999; Biggs and Tang, 2011). Moreover, I believe that the most important factor in creating the ground on which learning can be facilitated is the student's own motivation and that the creation of motivation requires feedback. Thus, I see motivation as something that can be created through the learning process in which the students participate and receive feedback.

It is my experience that the most effective way to create motivation during lectures, so that learning can happen and be facilitated, is to complement traditional university teaching such as auditory (listening to lectures) and reading/writing (academic articles, textbooks, and PowerPoints) with visual (timelines and charts) and kinaesthetic teaching (personal experiences, video streams and podcasts of real-life examples) (Fleming and Baume, 2006). These different 'instruments' typically connect with different students and help in creating a learning space within which the students become engaged. Another means of establishing motivation for learning and provide feedback is to organize teaching during and between lectures along the lines of the learning theory proposed by David A. Kolb (Kolb, 1984; Kolb and Kolb, 2005). The theory sets out four distinct learning styles, which form a four-stage learning cycle (also called a training cycle). The learning cycle starts with immediate or concrete experiences, which then provide a basis for observations and reflections among students. These are further distilled into abstract concepts and theories producing new action, which the students test in the next phase; experimenting with the results, which in turn enables the creation of new experiences and learning. This is an approach to learning that has inspired the way I typically organize my teaching: I either connect the subject to a wider view of the system in question, or start my teaching based on stories from real life. Typically, these two different starting points provoke, or create natural curiosity which can generate basic motivation from which learning can be facilitated. Kolb's learning theory is also a way of thinking that has influenced the way that I, and three other colleagues (Assoc. Prof. Suna Løwe Nielsen, Prof. Kim Klyver and Prof. Torben Bager), have organized an international textbook on entrepreneurship published by Edward Elgar. The fourth edition is planned to be launched in 2025 and is entitled: *Entrepreneurship in Theory and Practice: Paradoxes in Play*. In the textbook, cases are presented that have been contributed by eminent international researchers e.g., William B. Gartner, Saras Sarasvathy, Alain Fayolle and Thomas Cooney. The textbook is mandatory reading in the curriculum at Bachelor level at BSS, SDU.

When designing course plans, I think it is necessary to consider different elements: the duration and intensity of the course, content and outcomes of the subject, and student variety and expectations. For years, I have used a combination of 'traditional' lecture and problem-based learning formats in my teaching regardless of the duration or intensity (Savery, 2006). However, recently I have experimented with other types of learning methods, such as the use of theatre to showcase challenging situations or design thinking exercises like tangibles. The role play illustrates in a more direct manner the difficulties in facilitating dialogue and agreement between heterogeneous actors and practice co-creation and the use of tangibles in exercises makes it easier for students to engage in discussions, as the physical objects convey and visualize points and messages far better than words make possible (Andersen, 2013). Particularly when courses are intense, such as in courses taught per quarter (bachelor course at the Faculty of Health Science) or full-day seminars for MBA students I make use of these types of learning methods. I find this to be valuable because I can combine personal development along with good teaching of the content. This has been a possibility, because I am collaborating with other researchers such as Assoc. Prof. Henry Larsen who make use of alternative methods such as role play and dramatization.

### Teaching, supervision and education responsibilities

Since I completed my lecturer training programme in 2007, I have gained extensive and varied experience of teaching and supervision (online/onsite). I have taught and supervised at Bachelor and Master level, MBA level, certified programs (single ECTS courses) and on customized courses (lifelong learning) in various subjects such as corporate/entrepreneurship, innovation management, organization theory/change management and theory of science/methodology. Further I have extensive experience with different forms of examination: Written, oral or combined exams of written and oral as well as online examination. Moreover, I have extensive and varied experience in supervising students, individually, in groups (2-3 students) or in clusters of groups (3-5 groups). I teach in both Danish and English.

Beyond these activities I have been the course responsible for several education programs. The courses for which I have held responsibility have been at Master level, MBA level, graduate diploma level and Bachelor level. This includes the PhD course in Contemporary and Current Entrepreneurship Theory (together with Prof. Kim Klyver); the customized module in Innovation Management for Health care managers connected to BI Norwegian Business School (together with Assoc. Prof. Henry Larsen and Prof. Ann Højbjerg Clarke); and the Certified Program in Local and Regional Business Development (together with Prof. Poul Rind Christensen and Assoc. Prof. Mads Bruun Ingstrup). Recently, I am the course responsible of a bachelor subject in 'Organisation, Leadership and Management' at the faculty of Health Science. My experience also covers being an internal supervisor on Lecturer Training Programs: since 2010 I have supervised four assistant professors. Moreover, I have gained experience in a variety of areas connected to educational development. I have gained competences in developing and organizing new courses (online or onsite courses) for a variety of students (both day study students and lifelong learning students).

#### Teaching improvement activities

While my initial teaching experience and lecturer training programme have provided me with the critical skills to handle 'traditional' classroom teaching, I have, since 2009, been regularly encouraged to further develop my critical, reflective, inspirational, and innovative approaches to education. In part this has been through the opportunity to teach new courses or develop existing ones, and partly because when teaching new, or developing existing courses I often work in teacher teams, consisting of research colleagues who also see a need for developing methodologies that fit the context within which the subject is going to be taught. This has naturally brought me a better understanding of pedagogy, allowing me to continually improve my own teaching techniques and has empowered me to try out new strategies that improve my communication and facilitation skills; and hopefully breathe new life into the students' learning spaces and processes. This is important, as I think that improving my skills and mind-set as a teacher will ensure that the learning space and process, I create for the students will support and empower them to learn and experiment themselves (Biggs, 1999). In this way, I can support the students' employability skills, mind-set, understanding and personal attributes (Yorke, 2004). In the end, it is what the students themselves get involved in that creates who they are and what they are capable of (Biggs, 1999).

As an example, the extensive teaching, I have undertaken in the theory of science and methodologies has inspired me to create teaching material that helps students to better comprehend the subject content and relate its theories to real life experiences. Based on funding that I raised in 2012 from the Vice Dean of Education in the Faculty of Business and Social Science, SDU, it was possible to produce three videos to be used by, among others, lecturers at SDU for teaching theory of science and methods. The three videos were developed together with two other colleagues (Prof. Per Vagn Freytag and Assoc. Prof. Suna Løwe Nielsen), and in cooperation with the consultancy firm of Dacapo A/S and SFEO (IT Technology and Development, Faculty of Business and Social Sciences, SDU). The three videos provide a great opportunity to present, discuss, learn, and reflect upon the practical skills of scientific interviewing in an authentic way. In the videos the personal interview, also called a 'face-to-face interview', is viewed from three different paradigmatic approaches: the analytical approach, the systems approach, and the actor approach (inspired by the concepts by Arbnor and Bjerke, 2009). The purpose is to show the transformation that takes place when a 'neutral' interview technique is turned into a paradigm-coloured technique.

Further, I seek to stay updated with new teaching methods that I can make use of in my own teaching, or that I expect my students to be able to make use of in their academic assignments. Therefore, I have participated in various courses, meetings, or seminars over the years.

## Undervisning og vejledning

### Certifikatprojekt

Freytag, P. V. & Jensen, J. M.  
01/09/2013 → 01/01/2025

### Doing Entrepreneurship Research

Evald, M. R.  
01/09/2015 → 31/01/2018

### Doing Entrepreneurship Research

Evald, M. R.  
01/09/2014 → 31/01/2015

### Entreprenørskab

Evald, M. R.  
01/09/2019 → 31/01/2020

**Innovationsledelse**

Nielsen, S. L.  
01/02/2020 → 31/08/2022

**Innovationsprojekt**

Jensen, J. M.  
01/02/2018 → 31/08/2024

**Intra and Entrepreneurship Theory and Policy**

Evald, M. R.  
01/09/2018 → 31/01/2019

**Intra- and Entrepreneurship Theory and Policy**

Evald, M. R.  
01/09/2014 → 31/01/2018

**Intra- og Entreprenørskab**

Evald, M. R.  
01/09/2013 → 31/01/2014

**Ledelse af innovation via netværk**

Evald, M. R. & Clarke, A. H.  
08/12/2021 → 08/12/2021

**Masterprojekt**

Riis, E. & Jensen, J. M.  
01/09/2013 → 31/08/2024

**Metode**

Evald, M. R. & Thielsen, S.  
01/02/2008 → 30/06/2009

**Metodeprojekt**

Freytag, P. V., Jensen, J. M. & Evald, M. R.  
01/09/2010 → 01/01/2025

**New Nordic Design Thinking**

01/02/2019 → 31/08/2019

**Ph.d. Supervisor**

Evald, M. R.  
01/05/2012 → ...

**Ph.d. Supervisor**

Evald, M. R.  
15/09/2013 → ...

**Qualifying private firm's commercialization efforts through stakeholder interactions**

Clarke, A. H. & Evald, M. R.  
01/02/2017 → 31/01/2019

**Sammenhæng og samskabelse**

Evald, M. R.  
01/09/2020 → 31/01/2021

**Supporting Commercialization of technology-enabled cancer solutions through design thinking**

Evald, M. R. & Munksgaard, K. B.  
01/06/2017 → ...

**Universitetspædagogikum**

Evald, M. R.  
01/09/2016 → 31/08/2017

**Universitetspædagogikum**

Evald, M. R.  
01/09/2013 → 31/08/2014

**Universitetspædagogikum**

Evald, M. R.  
01/09/2010 → 31/08/2011

**Universitetspædagogikum**

Evald, M. R.  
01/09/2014 → 31/08/2017