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Pedagogical reflections

Learning processes differ a lot between different groups of students. Therefore, I consider it extremely important to adapt classroom activities to the students that are actually present. When teaching introductory courses at the undergraduate level I attempt to improve the students' level of knowledge and comprehension of basic concepts of relevance for the field they study. This requires a quite structured approach in order to present the material in a systematic manner so that students grasp the meaning of it. Simple cases from real life can be used to illustrate how conceptual models are a mirror of actual business processes, and they can serve as reference points when discussing and reviewing learned material in order to get a feel for its application in practice. Discussions must be limited in time and well prepared. The learning process of students can be increased through supervision of group work in which students write reports based on in-depth analysis of actual challenges in firms.

Graduate students must develop much further in their ability to use learned material in practice, i.e. in concrete situations which may be new to them. This requires analytical skills in order to break down the material into components as well as abilities to synthesis to form a new whole and finally to evaluate the value of the material for a given purpose. When teaching graduate courses I still attempt to introduce the material in a structured manner. My focus is to provide interpretations of theories and models with regard to their analytical potential. I think it is important that students understand that different theories mirror different aspects of real life, and that there is often more than one possible interpretation of the material. The use of more complex cases from real life can be used to illustrate the potential as well as shortcomings of different theories and models. Interactive processes and discussion in the classroom become very important.

MBA students having decades of practical experience require yet another type of classroom activity. Due to their background they often very quickly grasp theories and models because these mirror the students' practical experience. An important role of the teacher is to challenge the students' view of the world, i.e. to present alternative approaches to analyze, synthesize and evaluate when making decisions in concrete situations I attempt to do this by presenting theories as possible tools for making better decisions; theories offer themselves as a dialogue partner for the student/decision maker; each theory or model has its own assumptions and may therefore be useful in some decision making situations, but irrelevant in others. This type of teaching requires high interaction and dialogue, often taking a complex case as its point of departure. Participation of managers from the case company is highly beneficial for increased learning.

Teaching experience

I have been teaching courses at the university level since 1983. I have taught basic courses in economics and marketing as well as numerous courses at the graduate level. My main focus has been on courses in international marketing, marketing research and international business. I have teaching experience from foreign universities and have taught numerous courses in English. Students generally value my teaching and I received the Social Sciences Teacher of the Year Award in 1991 (the first year this award was given). I received the Special Interactive and IT-based Teaching Award at the Faculty of Business and Social Sciences in 2018.

Micellaneous

I have a long record for being very active in developing new courses and educations. In the late 1980s I played a key role when the department developed an innovative graduate program in international marketing which was very unique at the time. It attracted numerous students and many ideas from the program have survived even today. I personally developed several courses for the program, among them the course in Marketing Research which I completely re-organized. It used to be merely an advanced course in statistics, but I changed it to include qualitative methods as well. I altered the classroom activity from being based solely on lectures (one-way communication) to also involve the students in case work in which they had to investigate actual consumer behavior. The goal was to improve their understanding of marketing research processes in practice so that they would be much better prepared to analyze marketing issue in real life. I have also taken actively part in developing educations such as cand.negot, journalism, MBA, and Executive MBA.