

Undervisningsportefølje

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Undervisning og vejledning

B2C Marketng and Research, Branding and Marketing Communication

Tove Brink

01/08/2018 → 31/01/2019

Business to Business Marketing

01/02/2015 → 31/01/2018

Project Management

Tove Brink

01/09/2011 → 31/01/2018

Project Management

Tove Brink

01/09/2018 → 31/01/2023

Project Management and the Consultant Role

Tove Brink

01/02/2011 → 31/01/2017

Project Management and the Consultant Role

Tove Brink

01/02/2011 → 30/06/2011

Project Management and the Consultant Role

Tove Brink

01/09/2018 → 31/01/2019

Project Planning

Annette Michelsen la Cour & Tove Brink

01/02/2019 → 31/08/2022

Projektledelse og Konsulentrollen

Tove Brink

01/09/2018 → 31/01/2021

Strategiudvikling i praksis

Iver Poulsen
01/09/2016 → 31/01/2018

Strategiudvikling i praksis

Iver Poulsen
01/09/2018 → 31/01/2019

Strategy

Tove Brink
01/02/2018 → 30/06/2018

Strategy

Tove Brink
01/02/2018 → 30/06/2018

Strategy

Tove Brink
01/02/2018 → 30/06/2018

Strategy and Competition

Tove Brink
01/02/2015 → 30/06/2018

Strategy and Competition

Tove Brink
01/02/2019 → 31/08/2022

Formal education in teaching methods and pedagogical practice:

I completed the Lecturer Training Programme 10. June 2013 – Course certificate is enclosed in appendix 3.1.

Moreover I have a certificate for 'teaching in English' with competency level C1 – 'proficient user' according to the CEF standard (Common European Framework of Reference for Languages) – enclosed in appendix 3.2.

Teaching and collaboration:

I participate in the teaching team concerning 'Project Management/ Project Management and the consultant role' across Odense and Esbjerg campuses at SDU. Moreover I am responsible for these courses across the SDU campus of Esbjerg and Odense. Here the examination is 72 hours on a company case concerning project management. The company in the exam case is invited to attend the examination.

Moreover I have developed the course in 'Strategy and Competition' together with my colleagues Associate Professor Svend Ole Madsen and Post Doc. Salla Lutz both previously at Esbjerg campus. Here enterprises provide the cases for examination in the course. I now have the subject responsibility of this course. The course aims to develop the students understanding and application of theory within strategy in 4 very different case companies. The companies make a presentation of their enterprise, the current strategy and a challenge not taken into account in the current strategy yet. The examination of the students is hereafter to produce a 'blue paper' for a new strategy proposal for the company taking the new challenge into account. The 'blue paper' is send to the companies and the companies are invited to attend the examination.

Tests and exam experiences

I have experiences within oral examination as take home assignments for hand in of a report and questions posed to the student in the oral examination afterwards. Moreover, I have experiences with assessment of oral 72 hours take home assignments, which is grounded in an unknown case and presented in power point by the students for questions to be posed to the students in the examination situation.

I have also experience in assessment of written assignments in different subjects as shown in the list of teaching experiences. Further I have experience in assessment of normal oral examination with 20. Min. preparation on a short

case as conducted on B2B Marketing Management.

Super vision and guidance of Students:

I have experience in guidance of students on all levels from bachelor, diploma and candidate assignments.

Basic teaching Philosophy:

My pedagogical stance is grounded in an action learning approach. Here the continuous construction of learning takes advantage of both theory elaboration and theory application in practical case solutions. This approach is supported by a research-based approach where new research findings within e.g. innovation, B2B management, learning and growth and other relevant subjects are embedded in the teaching approach for students. I have typical own research articles to draw upon in the courses I teach after my Ph.D.

The aim is to motivate the students to take active responsibility for their own learning on the challenges of the subject for elaboration in the 'knowledge space' provided during the course. Hereby the students can achieve the highest taxonomy level of learning.

It means that goals and frames are set by the course description in the specific subject. The teaching approach emphasises the ability of the individual student to work with the theory in a team-based setting to challenge own capabilities and utilise each other's strengths in the student team.

Teaching praxis:

An important issue in my teaching activities is involving the students in active learning.

It means that the students themselves work on solving the challenges and construct the meaning of the theories of the subject at hand through action and reflection on the following:

- Content of the challenge and the overview provided by theory.
- Learning points.
- Why is the theory interesting?
- How and where can the theory be employed?
- Critical elaboration of the theory
- Reflection on the obtained learning.

Additionally, I typically employ cases from real settings for the students to learn the messiness of real life challenges. The students learn how to act despite this messiness through employment of theory and tools provided in the course. The students are involved through student presentations and simulations of real life situations. Moreover e-learning tools such as 'discussion group's, wiki's and 'SimulTrain' in Project Management aim to help the students capture the learning in the course.

The learning prerequisites of the students are addressed in the course primarily through reflections of the students. The course is planned to support the learning of the students from the start and through the learning process e.g. through clarification of experiences, personal preferences and capabilities. The learning goals are typically challenging for the students and situated in the high end of Blooms taxonomy. Here the students have to be able to apply the theory elaborated in the course in new business contexts.

Study programme development:

As responsible for subjects across campuses I continuously is involved in development of study programmes. I have e.g. updated the Project Management Course with a new book and new articles.

I have taken over the responsibility for the course Strategy and Competition and have developed the course in a totally new direction. Here updates are conducted as well.