

Teaching Portfolio

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Teaching Philosophy

As a researcher, I believe that teaching is an integral part of my role, and I aim to inspire my students to develop an interest in management and economics. Moreover, my goal is to provide my students with a solid understanding of the relationships between different concepts and theories and to create an environment that fosters creativity and learning. One of the key aspects of my teaching philosophy is to enable my students to conduct independent scientific work and reasoning. I believe that this is critical for their development as critical thinkers and researchers. Additionally, I encourage my students to apply the theoretical and empirical knowledge they acquire in their lectures and finally master thesis. Through this approach, I help my students develop the skills they need to succeed in their future careers. As a teacher, I see myself not only as a source of knowledge but more as a trainer and guide for the learning process. I want to create a supportive environment that encourages my students to engage in critical thinking, to ask questions, and to challenge themselves. I hope that this approach fosters an understanding of the importance of learning that will stay with my students long after they leave my classroom. Ultimately, my goal as a teacher is to prepare my students for successful careers as sought-after employees and researchers in the private and public sectors. By helping them develop the skills they need to succeed, I hope to make a positive impact on their lives and the broader society.

Teaching and supervision

Innovation Management

Kalthaus, M.

01/09/2023 → ...

Data Driven Decision Making/ Applied Machine Learning in Social Sciences

Kalthaus, M.

01/09/2023 → ...

Data, Disruption and Decisions

Kalthaus, M.

01/09/2023 → ...

Pedagogical competence and approach

As a teacher, I am committed to creating a learning environment that is engaging, stimulating, and effective. To achieve this, I rely on a set of didactic principles that guide my teaching approach. First, it is of importance for me to create a coherent structure for the course content and material. To ensure that my students gain a solid understanding of the core concepts, I establish clear learning goals for each lecture and structure the material in a way that facilitates comprehension. Second, my teaching revolves around the integration of theoretical relationships with empirical observation. I believe that it is important to demonstrate the relevance of these relationships. To achieve this, I combine well-established textbook concepts with material from the research frontier. This approach allows my students to gain a deeper understanding of the subject matter and its real-world applications by drawing connections. Third, I strongly encourage student participation and open discussions in class. I believe that this fosters an active learning environment where students can engage with the material and each other. To facilitate these discussions, I use real-world examples as a starting point for exploring the concepts we are studying. In particular, I focus on the implications and applications of the material, which encourages critical thinking and helps students to translate the content to potential applications. Fourth, I believe that continuous learning is essential to the learning process. To promote this, I use a variety of techniques, such as guided readings of the relevant literature, self-assessments of the learned material, group works, in-class presentations of research papers, and mid-term exams. These approaches help students to stay engaged with the material and to

develop their skills throughout the semester. Overall, my teaching philosophy is grounded in a set of principles that prioritize creating an engaging, stimulating, and effective learning environment. By structuring the material, integrating theoretical relationships with empirical observation, encouraging student participation, and promoting continuous learning, I aim to provide my students with the tools they need to succeed in their future careers

Teaching experience

Before joining the SDU, I taught at the Friedrich Schiller University Jena, Germany, courses on the Bachelor, Master and PhD level. A short list of courses includes:

- Transformational Challenges: Sustainability and Digitalization (PhD)
- Classics in Innovation and Business Creation (PhD)
- Economics of Innovation I - Innovation Decision (Master)
- Economics of Innovation II - Industrial Dynamics (Master)
- Economics of Innovation III - Economic Dynamics and Structural Change (Master)
- Productivity and Efficiency Measurement (Master)
- Basics in Innovation Economics (Bachelor)
- Microeconomics (Bachelor)
- Supervision of PhD theses (1), Master theses (30), Bachelor theses (19), and seminar papers (>100)

Pedagogical training and skills

Continuing to develop my teaching skills is a key priority for me, and I believe it's important to stay up-to-date with the latest pedagogical principles and teaching methodologies. To that end, I have participated in several structural programs provided by the Friedrich Schiller University Jena, Germany to enhance my teaching competences. In 2014, I completed the "Zertifikatsprogramm LehreLernen Basic," which covered a range of theoretical and practical courses on teaching and student assessment. This program gave me a solid grounding in pedagogical principles and concepts, and I have been able to apply what I learned in my teaching ever since. More recently, in the winter term of 2022/23, I enrolled in the "Zertifikatsprogramm LehreLernen Advanced," which is designed to help experienced instructors further develop their teaching competences. The program has been highly valuable for me, as it's given me the opportunity to explore new teaching methods and approaches, and to reflect on my teaching practices in a structured way.