

Teaching Portfolio

Undervisning og vejledning

Corporate Communication

Mette Lund Kristensen &
01/02/2019 → 31/08/2023

Good Work: Social Sustainability in Organizations

Klarissa Lueg & Simon Jebsen
01/11/2023 → ...

Organisational Behaviour

Ingo Winkler
01/09/2019 → 31/01/2023

Qualitative Inquiry in Business Research

Ingo Winkler
01/02/2018 → 31/08/2021

Qualitative Methodology

Dorte Jagetic Andersen
01/02/2020 → 31/08/2022

Samfundsvidenskabelig metode og analyse

Martin Klatt & Steen Bo Frandsen
01/02/2019 → 31/08/2023

Strategi

01/02/2019 → 31/08/2022

Videnskabsteori og Metode II

Simon Jebsen
01/09/2019 → ...

Teaching Philosophy

My teaching philosophy is based on intertwined attributes, principles, and lived experiences. I believe that learning is a continuous process, and in this lifelong learning journey, my current knowledge and perception of teaching and my role as a teacher are subject to change in the future. Nevertheless, my current teaching perception and approaches are based on the following principles:

(a) Learning is a process and not a product. As a lecturer, I am responsible for designing the best possible learning strategy, planning organizing meaningful learning objectives, and communicating and implementing the purpose of the course, goal (s), structure, and requirements to students. As a study facilitator and responsive educator, students' evaluations are essential to improving my teaching techniques and organizing and improving the course. In addition, I try to involve the students in informing class activities by including their innovative ideas and constructive suggestions. Allowing students to participate in their learning process motivates and encourages them to participate actively. Finally, I am responsible for creating a positive and supportive learning environment for all the students in the class by giving everyone equal treatment, respect, and support.

(b) Learning is evolving, not static. Hence, predefined mechanistic structures may not lead to the development of a meaningful learning environment. Developing and nurturing a meaningful learning environment requires a reflective

approach and continuous adjustment for better optimization. Moreover, each subject/course requires a different teaching approach. Thus, the blended learning method, varied pre- and post-class activities, and suitable online/digital tools balanced with in-class sessions may encourage learners to actively participate in their learning process. My teaching responsibilities are to enable students (undergraduate and graduate) to acquire critical thinking and problem-solving behavior and pursue additional knowledge. Therefore, I use real-life cases, videos, simulation games, and academic articles in my sessions meaningfully and provide different/opposing perspectives.

(c) Students are enthusiastic and voluntarily choose to participate in their learning process. Students require autonomy, compassion, guidance, and encouragement to become active learners; in this context, they should not learn for the sake of passing an exam. Still, they should know how to learn (becoming self-sustained) and comprehend the complexity of a given topic/phenomenon and its practical implication(s) in the real world. For this reason, I devote significant time to contemplating, formulating, and organizing the syllabus and learning outcome of the subject(s) I teach. I develop a comprehensive curriculum by identifying required and recommended readings for each course. A well-designed syllabus can help students organize their time efficiently and their expectations of the course and its requirements.

(d) Knowledge is infinite, our perception of learning is evolving, and the pursuit of acquiring knowledge should not be limited to a specific semester or a textbook. In designing my lectures, the primary goal is to stimulate and encourage students' interest in the subject I teach, to awaken their curiosity for knowledge, critical thinking, and appreciation for recognizing different perspectives concerning the subject. Not only learning the specific theory but also being able to apply the theory to a specific practical problem. Since I focus on the students, I intend to make them active participants in their learning process and promote Student-to-Lecturer and Student-to-Student interactions throughout the semester. Therefore, I usually combine various teaching methods during my classes: research-based learning and problem-based teaching practices.

(e) As a supervisor, I mentor, assist, and motivate students to take responsibility for their learning process. In addition, I encourage students to internalize the habit of learning by stimulating their desire to seek further expertise concerning different topics in the course. Thus, my teaching approach is centered on two pillars (a) seeking and learning, helping and guiding students to understand better the theory/topic; (b) implementing and problem-solving, the practical implementation of the given theory/ topic in the real world concerning a specific case or phenomena.

Pedagogical competence

2022 Completed the Lecturer Training Program (LTP)

2012 Teacher Training and Pedagogy Course

Teaching experience (see my PURE profile for an updated list of activities)

Teaching- Bachelor-level | Qualitative Research Methods | Entrepreneurship in Business Administration | Organizational Behavior | Advanced Business Administration: Organization 2 | Organizational Behavior with Theory of Sciences | Teaching- Master-level | Corporate Communication | Consumer Marketing | Social Research & Methodology | Decision-Making Theories | Strategy

Supervision

Supervising term papers, seminar theses, Bachelor/ Master theses, in the field of organizational behavior, HRM, Strategy, and leadership.