

Jacob Lyngsie - Teaching Portfolio

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Pedagogical view

The thematic focus of my teaching is on organizational economics, organizational design and strategic management. All themes are related to my own research and provide the possibility of research-based teaching. The following table provides an overview of concluded teaching-related activities.

Teaching Reflections

My teaching is motivated by engaging students in a manner that stimulates their appreciation of the importance of theoretical insights and motivates them to critically reflect on application in a broader sense.

By highlighting how theoretical insights move our understanding of a phenomenon forward, I seek to inspire students to take responsibility for linking existing and new theoretical perspectives, in order to evaluate the boundary conditions of theories. Specifically, by iteratively building a coherent theoretical foundation, students are encouraged to contemplate their own learning in terms of its logical consistency.

A key factor in facilitating students to apply their knowledge to practical problems relates to students' confidence in their own understanding of the theories. In this regard, my use of uncommon problems and examples, far removed from the textbook, pushes students to logically realize the general applicability of the theories. Moreover, by constantly making students reflect on what objects are subject to rigorous theoretical treatment, students are able to methodologically analyze both classical problems and novel challenges through a theoretical lens. Although, often unfamiliar to students, methodological stringency affords them with a clear foundation upon which to evaluate their derived solution. Thus, by extending the curriculum with unfamiliar examples, I try to guide students to evaluate problems based on their merits rather than how much they resemble textbook examples.

Actively challenging students' solutions is another aspect of my teaching profile that warrants highlighting. Theoretical assurance largely comes from defending the validity of a derived conclusion based on critical reflection of a theory's foundation. By probing students' conceived acceptance of a theory's merits, I have been able to increase their self-awareness of personal priors. What makes this aspect especially valuable is the way with which students are challenged. Accepting the theoretical derivation of an argument and questioning the underlying rationale ensures that students do not feel unprepared or overwhelmed. Instead, students are pushed to rely on their theoretical confidence to innovatively adapt their analysis and conclusion.

Creative problem solving necessitates that students feel encouraged to independently extend the boundary conditions of the material. Instead of narrowly focusing on attaining knowledge in relation to the final exam, theoretical confidence and adaptability facilitates creative problem solving. By encouraging creativity, the solutions students derive are pushed to their logical limits. Whilst this provides for entertaining sessions, the main outcome is that students are able to judge material based on its ability to structure problem solving, rather than exam relevance.

The last point that I want to draw attention to, relates to the personal skills students develop from my teaching profile. First, by converting a student's answer into a new question, students become facilitators in developing a common understanding of the material. Thus, student sparring becomes collaborative rather than competitive.

Teaching Activities

Year Institution Course; Level; Role; Form; ETCS; Language

2017 SDU Foundations of organizations; master level; lecturer; 10 ETCS; English

2016 CBS Theory of The Firm; master level; lecturer; lectures and exercises; 7.5 ETCS; English

2015 CBS Managerial Economics 2; bachelor level; course coordinator and lecturer; lectures and exercises; 7.5 ETCS; English

2015 CBS Theory of The Firm; bachelor level; course coordinator; 7.5 ETCS; Danish

2015 RMC Strategy and Organization; bachelor level; course coordinator and lecturer; lectures and exercises; 15 ETCS; Danish

2014 CBS Theory of The Firm; master level; lecturer; lectures and exercises; 7.5 ETCS; English
2014 CBS Managerial Economics 2; bachelor level; course coordinator and lecturer; lectures and exercises; 7.5 ETCS; English
2014 CBS CSR and Strategy; bachelor level; course coordinator and lecturer; lectures and exercises; 7.5 ETCS; Danish
2014 RMC Strategy and Organization, bachelor level, course coordinator and lecturer; lectures and exercises; 15 ETCS; Danish
2014 SDU Law and Economics Seminar; Ph.D. level; lecture; Danish
2014 CBS Distribution and Agents in Europe; master level; lecturer; lectures; 7.5 ETCS; English
2013 CBS Managerial Economics 2; bachelor level; course coordinator and lecturer; lectures and exercises; 7.5 ETCS; English
2013 CBS CSR and Strategy, bachelor level; course coordinator and lecturer; lectures and exercises; 7.5 ETCS; Danish
2013 CBS Distribution and Agents in Europe; master level; lecturer; lectures; 7.5 ETCS; English
2013 CBS Law and Economics; bachelor level; lecturer; exercises; 7.5 ETCS; Danish
2013 CBS Theory of The Firm; master level; lecturer; lectures and exercises; 7.5 ETCS; English
2012 CBS Theory of The Firm; master level; lecturer; lectures and exercises; 7.5 ETCS; English

JL= Jacob Lyngsie, CBS = Copenhagen Business School, RMC = Rhythmic Music Conservatory, SDU = University of Southern Denmark
Ph.D. Supervision Activities
Ph.D. Thesis
Johanna Sax, CBS, 2015
Henrik Jensen, CBS
Maitane Elorriaga Rubio, CBS

Other teaching-related activities

- Development of the mandatory course "Theory of the firm" for the study line Business Law and Economics, Copenhagen Business School
- External examiner for Master level exam essays, Norwegian School of Economics
- Board of appeal member for the study line Business Law and Economics, Copenhagen Business School
- Served as member on the first-year Ph.D. assessment committee, University of Southern Denmark
- Ph.D. Defense committee member, Copenhagen Business School
- Member of study board for the study lines Business Law and Economics as well as Business Administration and Sociology, Copenhagen Business School
- Co-editor of book on law and economics, intended for Master Level courses

Teaching Competencies

Assistant Professor Program Courses:

Completion of the Assistant Professor Program 2016.

Supervisor: Christina D. Tvarnø, Ph.D., Professor MSO, Law Department, CBS.

Departmental Advisor: Nicolai J. Foss, Ph.D., Professor, Department of Strategic Management and Globalization, CBS

Awards and recognition

DSEB Education Prize, 2015