

Teaching portfolio - Tina Lundø Tranekjer

Experience with administration and management:

2021 - : Head of Study for the Bachelor in Economics and Business Administration, SDU
2001- : Head of the Study Board - Bachelor in Economics and Business Administration, SDU
2018 - 2021: Head of Study for the Bachelor and Master in Economics and Business Administration, SDU
2018 - 2021: Head of Study Board - Bachelor and Master in Economics and Business Administration, SDU
2014 – 2017: Head of Study for the Professional Master in Project Management
2003 – 2008: Program coordinator and Head of Study for the Bachelor in Economics and Business Administration in Slagelse

Teaching experience

My teaching experience is very broad, and I have taught a broad range of academic courses at different levels. I am teaching both small and large classes. I am teaching in Danish and English. I am teaching courses at the Faculty of Social Science and the Technical faculty. I am teaching and supervising students at bachelor and master level (e.g. BA project and Master Thesis).

Courses I have been teaching:

M.Sc. in Economics and Business Administration (Cand. Merc.)

- Innovation Management and Marketing (2018, 2017, 2016)

- Strategic Market Creation (2017)

- International Innovation Management (2015)

- Global Marketing Management (2015, 2014)

Professional Master in Project Management

- Project Management and Innovation (2014)

MSc Product Develop and Innovation (PDI)

- Open Innovation and New markets (2018, 2017)

Bachelor in Economics and Business Administration (HA)

- Marketing (2013, 2012, 2010)

- Strategic Management (2013, 2012)

- Sport and Event Marketing (2014)

Bachelor Product Develop and innovation (PDI)

- Product Management (2018)

Teaching before 2009 (bachelor level)

- Applied Economics (1999)

- Marketing (2000 – 2007)

- Methodology (2001)

- Global marketing (2002 – 2004, 2007)

- Internet marketing (2004)

- Contextual Theories of the Firm (2000 – 2003)

- Simulation game MARKSTRAT (2002 – 2005)

- Relationship Marketing, Universite Savoie, Annecy (France)

- Marketing (2006/2007) Graduate Diploma in Business Administration part 2

Teaching is related to three activities first development of the course description, secondly, planning the lectures and finally, delivering the teaching. The course descriptions at SDU have a specific format; purpose, content, goals (SOLO taxonomy), literature, teaching activities and form of exam. The most important job regarding the development of the course description is to secure coherent from purpose and content to the exam.

Planning the lectures is turning the course description into a schedule/syllabus for the course. In the schedule and additional information provided to the students, they can find information such as; topics, information on the teacher, literature, cases/presentations, projects, supervision possibilities and deadlines.

Pedagogical basic view

The first lecture in a course is always a presentation of the course description (learning goals, content, literature and exam) and clarification of expectations (both what they can expect from me, but also what I expect from them). I use different methods for teaching. Lecturing, cases, discussions, exercises, student presentations, you-tube films, tests, visit to companies and guest lectures. The way I select between the different methods depends on multiple factors such as the learning goals, content and form of exam as described in the course description, the number of students, the specific topic for the single lecture, the educational level of the students, and my previous experience. The overall aim and goal for my teaching is the learning of the student, but also to make the students curious. I emphasise interaction with students. Such as asking questions and providing exercises, but also the possibility to inspire them. When I am supervising bachelor and master theses, I apply the following procedure. If I have more than 1 student, I invite them to a joint start-up meeting. There we talk about the course description, deadlines, formality and other general issues related to writing a thesis. I emphasize it is the students' responsibility to contact me, and that they are in charge of their own thesis. The students have three possibilities for supervision 1) they can write me an email with short and precise questions, 2) they can ask for

a skype meeting or 3) book a meeting in my office. Before I meet with the students for supervision I ask the student to hand in a written document with questions and issues. I always have a mid-term evaluation e.g. I ask the students to list 3 things they like about the course, and 3 things they want to improve/change. Afterwards I have a dialog with the students. The final evaluation is done centrally.

Pedagogical Competence

In 1998 I completed the Danish business pedagogical teacher training program