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Teaching philosophy

My basic teaching philosophy is strongly inspired by Humboldt's Ideal of higher education ("Humboldtsches Bildungsideal"), which is based on freedom and unity of research and teaching while allowing students to choose their own course of study. Thereby, I encourage my students to gain knowledge based on logic, reason, and empiricism rather than authority, tradition, or dogma. My teaching activities intend to encourage and guide my students on their way to becoming autonomous individuals by developing their own reasoning powers in an environment of academic freedom. I see my courses and the activities within as one of many elements available to my students in order to fulfill the learning goals of the individual course. The content of the lectures, for example, should be understood as supplement to other (written) material and should offer slightly different viewing angles as well as highlighting connections to other elements of the course and other subjects beyond the respective course.

My teaching is rooted in applied economics and focusses on a consistent theoretical (micro-)economic foundation of practical business problems. By using examples and cases with a clear connection to real-life experiences of my students (e.g., from the sports, event, media, or tech industry), I believe that – otherwise sometimes abstract – concepts and theories can be filled with life for my students. My personal experiences with this approach over a period of more than 20 years are overwhelmingly positive. I strongly believe that a thorough understanding of the theoretical aspects of the markets my students will be working in in the future, will equip them with the necessary skills and competences to adapt to changing business environments and framework conditions in the future. Furthermore, I hope that my students get inspired by my general curiosity and passion for applied economics.

Furthermore, I believe that continuous feedback is a key to learning and development of my students, and I reserve a generous amount of time in- and outside of my courses for feedback. Furthermore, I strongly believe that peer-feedback is an extremely important aspect of a student's learning. Thus, I am incorporating peer-feedback elements in my classes wherever possible, and I strongly encourage my students to ask for feedback from and (pro-)actively give feedback to their classmates without a teacher facilitating this every time.

Traditional classroom teaching is only a part of my teaching approach. Moreover, interactive elements like in-class discussions, group work, case studies, hands-on lab exercises (e.g., using Stata or SPSS), and classroom experiments are taking an important role in my teaching philosophy. Finally, I'm following the idea of research-based teaching, which includes research into my teaching in two ways. First, especially on the master level, the literature list of my classes consists mainly of state-of-the-art articles published in high-quality international peer-reviewed journals. Second, by means of the design of my courses, I encourage my students to complete small research projects (individually or in groups) to get an understanding of requirements of academic research. If possible, I like to encourage my students to also participate in teaching-based research activities.

Teaching Experience

My teaching experience stems from more than 20 years of teaching in several formats (lectures, exercises, seminars, workshops) on all levels of teaching (diploma, bachelor, master, PhD) mainly at the University of Southern Denmark (Campus Esbjerg), University of Hamburg, and Pforzheim University of Applied Sciences. Class sizes varied from 10 to 850 students. My teaching experience is generally based in different fields like general microeconomics, industrial organization, international economics, sports economics, and media economics.

Teaching methods

In the past I have taught courses based on different formats of teaching, like lectures, exercises, seminars, classroom experiments. In my teaching, I emphasize interaction, both between teacher and students as well as among students. Even in large classes I encourage interaction by using online learning tools, discussion forums, etc. In small classes I include group work in order to encourage students to develop problem solving competences and critical thinking. Recently, I have started to incorporate short videos as supplementary material into my teaching materials.

Tests and exams

I have experiences with designing and grading various forms of examination like written exams (1h, 1.5h, 2h, 4h, 5h), 24-hour take-home assignments, and oral exams (both as examiner and co-examiner). Furthermore, I have supervised and graded seminar reports, internship reports, and more than 150 bachelor, master, and diploma theses.

Study management and program development

At the Department of Sociology, Environmental and Business Economics, I hold the role as Study Coordinator of the B.Sc. program in "Sport and Event Management" from 2011 to 2014. Since 2012, I am the Study Coordinator of the M.Sc. program in "Sport and Event Management". Furthermore, in the past I have been part of three study program development committees. First, I participated in the further development of the M.Sc. program in "Marketing and Innovation" at SDU/SEBE in 2011. Second, in 2013, I was a member of the committee, which was constituted to develop a new Bachelor program in "Energy Management". Third, I was a member of the development committee of a M.Sc. program in "Marketing, Social Media, and Digitalization" in 2018.

List of courses

UNIVERSITY OF SOUTHERN DENMARK

B.Sc., Lecture, Service and Tourism Management, 2010
B.Sc., Lecture, Sport and Event Management, 2011–2012
B.Sc., Lecture, Sport Marketing, 2011–2012
B.Sc., Lecture, Competition, Sports, and Entertainment, 2011–2012
B.Sc., Lecture, Sports Economics, 2015–2021
B.Sc., Supervision, Bachelor projects, 2011–2022
M.Sc., Lecture, Sports Governance, 2010–2022
M.Sc., Lecture, Entertainment Markets and Business, 2012–2022
M.Sc., Lecture, Regional Effects of Sports and other Events, 2011–2016, 2018–2021
M.Sc., Seminar, Seminar in Sports and Events, 2011–2022
M.Sc., Supervision, Master theses, 2011–2022

UNIVERSITY OF HAMBURG

B.Sc., Exercise, Principals of Economics, 2007–2010
M.Sc., Exercise, International Economics, 2009–2010
Diploma, Exercise, Trade Theory and Policy, 2003–2004, 2008
Diploma, Seminar, Trade Theory and Policy, 2001–2003
Diploma, Seminar, International Organizations of Economic Policy, 2002, 2005–2008
Diploma, Seminar, Sports and Media Economics, 2003–2010
Diploma, Seminar, Law and Economics in Sports, 2004
Diploma, Supervision, Diploma theses, 2002–2010

PFORZHEIM UNIVERSITY OF APPLIED SCIENCES

B.Sc., Lecture, Sports, Media and Events, 2019