

Academic CV

Please see my full CV on my academic webpage (Link: http://www.sam.sdu.dk/~kjb/Karol%20Jan%20Borowiecki_CV.pdf).

Teaching Philosophy

"Tell me and I forget, teach me and I remember, involve me and I learn."

My philosophy of teaching is to provide a classroom environment where students are encouraged to participate in their education experience, where I make myself not so much an expert in my field, but a partner in learning. In my classes I introduce problem based learning techniques, student activation exercises, which are often based on current real-world problems, and class discussions, that support critical thinking and create curiosity. These approaches tend to stimulate interest in the field and increase along the intrinsic motivation. I also constantly try to challenge my students with questions to make them think over certain issues and encourage them to express their own ideas, which potentially encourages creative, out-of-the-box thinking.

Teaching at the university is typically theory-based and provides important, time-less foundations to understand (and sometimes even solve) problems in different contexts. This is also my teaching focus, however, in addition to this, I continuously complement the theoretical and research-based teaching with applications towards current, real-world problems. This is achieved by referring, for example, to recent media that highlight and discuss current socio-economic or political events, or by analyzing case-studies. The insights gathered during such exercises provide often a powerful demonstration of the relevance and usefulness of the subject matter.

Teaching and supervision

Competition and Markets

Borowiecki, K. J.
01/08/2020 → 10/09/2020

Cultural Economics

Borowiecki, K. J.
04/02/2013 → 31/05/2013

Data Analysis, Modeling and Research Methods

Borowiecki, K. J.
06/09/2010 → 14/01/2011

Decision Analysis of Competitive Strategies: Pricing and Incentives in Markets

Borowiecki, K. J.
21/08/2017 → 31/08/2017

Economics of Financial Markets

Borowiecki, K. J.
05/09/2011 → 16/12/2011

Intermediate Economics

Borowiecki, K. J.
07/09/2009 → 14/01/2011

Labour Market Economics

Borowiecki, K. J.
03/09/2012 → 14/12/2012

Market and Competition

Kronborg, C.
01/09/2022 → 31/01/2023

Mathematics and Statistics

Borowiecki, K. J.
01/09/2008 → 29/05/2009

Microeconomics

Jørgensen, L. G.
01/09/2018 → 31/01/2019

Mikroøkonomi

Borowiecki, K. J.
03/09/2018 → 30/10/2018

Pricing Strategies

Borowiecki, K. J.
21/08/2018 → 31/08/2020

Pricing Strategies

Borowiecki, K. J.
01/09/2019 → 31/01/2020

Pricing Strategies

Borowiecki, K. J.
15/08/2025 → ...

Pricing Strategies

Borowiecki, K. J.
01/02/2019 → 31/08/2023

Principles of Economic Behaviour

Borowiecki, K. J.
01/09/2020 → 28/02/2021

Principles of Economic Behaviour

Tierney, R.
01/09/2021 → 31/01/2022

Strategi og markeder

Borowiecki, K. J.
01/02/2014 → 30/05/2016

Teaching Evaluations

Please refer to my academic webpage to see a summary of my teaching evaluations along with links to evaluations.
<http://www.sam.sdu.dk/~kjb/teaching.html>

Pedagogical Competence

I strive continuously to become a better teacher, not only by regular reflection and on-going improvement of my teaching materials, but also by attending various workshops and conferences, self-studies and discussions with more experienced lecturers. Selected examples of participation and occasional presentation at formal teaching workshops and conferences include:

- Teaching and Learning Conference 2015 (University of Southern Denmark). Here I have presented the insights gathered during one of my teaching experiments conducted at IVØ: "Stimulating job-market desired characteristics in students"
- Lecturer Training Programme (SDU, 12 months in 2012/2013)
 - oSuccessfully accomplished courses: Two residential courses (5 days in total), Cooperative Learning in the University (1 ECTS), Public speaking and presentation skills training (1 ECTS), Interactive Lecturing (0.25 ECTS)
- Short teaching workshops during IVØ's departmental retreats
- Use of 'Turnitin' for Submission of Assignments, Plagiarism Detection and Peer Evaluation (TCD, 2011)
- Developing Core Skills in Economics Students: The Role of Problem-based Learning (IEA Annual Conference, 2010)
- Problem-based Learning and Action Learning in Economics (SES Annual Conference, 2010)
- Making Large-group Teaching More Interactive and Effective (SES Annual Conference, 2010)
- Developing a Teaching Portfolio (TCD, 2009)
- Making Learning Happen (TCD, 2009)
- Introduction to Teaching and Supporting Learning for Postgraduates new to Teaching (TCD, 2009)

Furthermore, I am interested in the development, implementation and later dissemination of gathered insights on new and innovative teaching methods. I have been nominated to conduct two teaching experiments at IVØ. In the experiment "Stimulating job-market desired characteristics in students" I have simulated real-work environments and fostered the development of characteristics desired by the labor markets (i.e., presentations in small groups, problem-solving under time pressure and creativity). Whereas the experiment "Knowledge Launching: The Take-off of the Cultural Economics Module" has explored new course structures and the use of pop culture to enhance student's learning outcomes and activation exercises. Reports on both experiments (in the form of a poster and a conference abstract) are provided in the appendix.

Study Program Development

I have been working within the past year on the FACULTY OF BUSINESS AND SOCIAL SCIENCES PEDAGOGICAL STRATEGY 2015-2020. I have been sitting on the working group to actively shape the pedagogical strategy as well as to represent IVØ in order to ensure that our department's needs and expectations are met. We have developed a pedagogical strategy that strives to foster the students' ability to 1) Recognize and Engage with key challenges in society, 2) Create novel and sustainable solutions to emerging challenges, and 3) Interact with diverse stakeholders to turn solutions into reality. In addressing students' competences, the faculty has three additional aims that influence the pedagogical strategies: Regional engagement, Social Mobility and Cost awareness. Based on these strategic aims, we have outlined eight specific strategic ambitions that must be considered when developing future educational experiences (e.g., development of skills of collaborations). Furthermore, we have suggested a preliminary path for implementation.

I have been also actively involved in the shaping of the IVØ TALENT DEVELOPMENT PROGRAM, which has been designed in response to the Danish Educational Ministry's demand to focus on talent initiatives in higher educations ("Talentbekendtgørelsen"). IVØ Talent Development Program aims to become a front-runner in this area and intends to devise strategies to continuously work on keeping the best students enrolled in the programs. Furthermore, the best students are to be offered challenging activities with the aim of qualify them further. With this regard, I have co-designed three core modules of the IVØ Talent Development Program:

- Boot camp – case competition (10 ECTS). The purpose of the course is to train the student's ability to understand and analyze concrete, specified problems faced by companies and institutions. The student will acquire skills in analyzing and developing solutions to a problem by use of economic methods and inclusion of relevant theories. The course will further train skills of the student that are desired by the labour markets, in particular: team-work under time pressure, presentation/public speaking skills and creativity.
- Research course - participation in the seminars at IVØ (5 ECTS). The purpose of the course is to train the student's ability to tackle concrete, specified scientific problems within economics. The student will acquire skills in analyzing and discussing solutions to the chosen problem by use of economic methods and inclusion of relevant theories. The course intends also to train the student's ability to discuss others' work critically and professionally.
- Research master thesis (30 ECTS). The master's thesis must document skills in applying academic theory and methods to a specific academic subject. In particular, through the research master's thesis, students must demonstrate their ability to independently formulate a well-defined problem that contains an element of genuine research by application of either economic theory or economic methodology or both and argue for the economical relevance and usefulness of this problem statement.

As local organizer of the TALENTED YOUTH WORKSHOP I have helped developing the desired “audiences” for our courses. Talented Youth Workshop enables particularly talented secondary school students from Fyn insights into economics lectures at SDU.

Fourth, each of the courses I have taught (see teaching experience for a list) has been typically developed from the scratch in order to meet my ambitions to deliver teaching of the highest possible standards and with certain personal accents. These developmental activities are however ongoing. For example, the course Strategy and Markets is subject to continuous development, even during my paternity leave period. Furthermore, I have been responsible for development of innovative courses or course structures as part of teaching experiments. I have presented above how I developed innovative teaching components to stimulate in students characteristics desired by the labor markets or how I explored novel course structures to increase learning outcomes.

Teaching Materials

I am co-authoring the third edition of the textbook “Economics of Art and Culture” with Charles Mel Gray and the late James Heilbrun. I have been invited to join as co-author the next edition of this textbook to extend its focus towards Europe as well as to update parts of the content. This will require writing few new chapters and revising previous ones. The book looks at the historical growth of the cultural and creative industries, it examines consumption, production, the functioning of arts markets, the financial problems of the industry, and the important role of public policy. Individual chapters also deal with the arts as a profession, the role of the arts in a local economy, and the relation of the digital media to art and culture. The book will be published by Cambridge University Press around 2019 and the previous editions are regarded as the leading textbook for economics students in cultural economics.

I have co-edited the reference work “Cultural Heritage in a Changing World”, which was published in May 2016 by Springer. The book is intended to be a resource and stimulus to help inform not just professionals in the sector but also students enrolled in economics and cultural studies programs. At the time of writing of the underlying Teaching Portfolio, the book has been downloaded 20’710 times in six months only (Bookmetrix). The central purpose of “Cultural Heritage in a Changing World” is to make a creative addition to the debates surrounding the cultural heritage domain. In the 21st century the world faces epochal changes which affect every part of society, including the arenas in which cultural heritage is made, held, collected, curated, exhibited, or simply exists. The book is about these changes; about the decentring of culture and cultural heritage away from institutional structures towards the individual; about the questions which the advent of digital technologies is demanding that we ask and answer in relation to how we understand, collect and make available Europe’s cultural heritage. Cultural heritage has enormous potential in terms of its contribution to improving the quality of life for people, understanding the past, assisting territorial cohesion, driving economic growth, opening up employment opportunities and supporting wider developments such as improvements in education and in artistic careers.