

UndervisningsCV

TEACHING EXPERIENCE AND PHILOSOPHY

Learning has always been a strong personal interest and ambition for me. I began working systematically with teaching techniques while I was training and coaching employees in personal sales, and I immediately became captivated by the critical role of building and cultivating an environment that supports and motivates people to learn. Acquiring new skills and knowledge is strongly driven by an inner drive, and I believe the teacher is in a unique position of becoming a catalyzer for people to nurture the desire to learn and improve.

I was deeply fascinated by the significant role pedagogical philosophy plays on group dynamics, and I was thrilled to get the opportunity as a sales manager to develop and implement internal educational programs in personal sales and sales management. Designing learning environments taught me how important it is to find a reasonable balance between individual and group preferences. Creating a space that accommodates diverse learners, using an assortment of teaching methods and tools, is an important ideal that I have since tried to foster.

As a team-building instructor, I was introduced to experiential learning methodology. Developing company culture and team dynamics for Danish companies widened my understanding of learning as a process of converging mind and body, as opposed to approaching learning simply as an aspect of detached cognition. Viewing learning as a distributed and shared achievement has since been the philosophical backbone of my approach to teaching.

When I started working with university teaching, I was fully aware that I was entering a new domain vastly different compared to what I had encountered during my time working in the private sector. Teaching students, as opposed to employees or clients, not only affords a different set of conventions in communication, but also another kind of organization and design in pedagogical. Yet, while curriculum development, learning objectives, and examination regimes in university education opened up a new field for me, I saw that some things remained equally important, such as the value of providing an open space for debate and critique. I believe that some pedagogical principles are fundamentally important, and although identifying even a small portion of them might be a lifelong journey, it is an important feature of being a responsible and self-reflexive educator. I acknowledge I have much to learn, but also confident in the skills I have acquired so far.

I have organized and taught various courses at University of Southern Denmark (SDU), first as a student teaching assistant, later as an external lecturer and research assistant, and most recently as a Ph.D. student. In addition to having supervised individual essay assignments and bachelor and master theses, I have held lectures in marketing, branding, consumer culture, strategic communication, cultural sociology, organization, project management, and philosophy of science. In some of these courses, I worked with teaching instructors which gave me the opportunity to work with learning objectives across a wider spectrum of student touchpoints. Coordinating lecture content and exercise classes was a challenging but rewarding experience, that I hope to repeat at some point.

I enjoy teaching and this naturally brings a lot of energy to the classroom. With a strong emphasis on critical thinking and reflexivity, I strive towards providing lasting learning experiences and bring the best out in my students by building a safe environment for participation and discussion – students learn best when they feel welcomed, comfortable and safe. It is important for me that students feel capable of addressing their doubt, confusion, or inquisitiveness, by daring to ask questions.

I am a strong believer and practitioner of active and differentiated learning, and I believe the classroom is a shared and communal space where everyone, students as well as lecturer, must contribute in order to maintain a constructive and stimulating atmosphere. In my inquiry-based approach to teaching, I give students time to think when I ask questions, and I try to connect what they already know with course learning objectives. Students bring a diverse set of worldviews to the classroom, sometimes even controversial and confrontational – grounded in a Socratic ethos, I take the role of a critical moderator, encouraging students to defend their positions, develop positions and counter positions in order for them to experience first-hand the importance of considering manifold perspectives.

Cultivating intellectual diversity is a hallmark of the type of learning environment I try to create. Class discussions are allowed to naturally unfold, often in surprising ways, which I find to significantly motivate student participation and learning engagement. I encourage students to solve problems together and learn experientially through tasks that include physical movement within or outside the classroom.

A teacher should set specific and clear standards – and once a standard is set, it should be a beacon throughout the remainder of the semester. I enforce this principle by a detailed and clearly communicated syllabus, taking great effort to meticulously go through the course description, associating learning objectives with exam structure, including a clear indication of how students will be graded.

I believe that teaching requires one to set high goals and noble ideals. Teachers have a duty to their profession, to their students, and to themselves, to never stop learning, and to embrace an ongoing evaluation of their performance among colleagues and students. I am well aware that my relationships with my mentors, the teaching experiences I have gained,

and the support I have found in my colleagues have all contributed to the formation of my pedagogical philosophy. I must lead by example for my students, as my mentors did for me.

TEACHING METHODS

Differentiated learning

I complement conventional lecturing with small-group tutoring, and whenever possible and relevant, I use my own research to bolster my teaching with timely examples and state-of-the-art theory. My lectures are framed by an inquiry-based approach, including Socratic questioning, including problem and case-study learning tasks designed to engage and involve students.

Experiential learning

I have with success incorporated team-building exercises in my lectures, including interactive discussion groups and reflection exercises, which have allowed me to challenge some of the conventional norms that sometimes govern university teaching.

Blended learning

I have used and facilitated student wiki and discussion groups on Blackboard on several courses, as well as various web-based quiz tools during lecturing. The covid19 virus pandemic has dramatically pushed for greater initiatives in distance learning and call for new instructional strategies to keep student learning and engagement high. I welcome the challenge and look forward to implementing a more comprehensive digital toolbox in my teaching.

Teaching material

Through my lecturing, I have designed a considerable amount of new teaching material. I often use visuals, videos, analogies, and metaphors to stimulate reflection, and frequent examples to reinforce main points and provide approachable perspectives to abstract ideas and theories. I always refer my students to 3 short tutorials/guides on how to write and structure a paper, available for anyone to read on my personal website, which I wrote as an additional aid.

EDUCATION IN TEACHING METHODS AND PEDAGOGICAL PRACTICE

University teaching

Course in university teaching pedagogy 2-day course organized and facilitated by SDU. Completed February 2013, a copy of the diploma is attached to the portfolio.

Other courses

Leadership and management development program Completed leadership development programs at TDC A/S and StepStone A/S. Topics include people management, sales strategy, interpersonal communication, and teaching methodology. Facilitated by both internal and external trainers in management and communication.

UNIVERSITY TEACHING EXPERIENCE

Courses

Marketing and strategic communication (3 semesters)

Bachelor course in Marketing Management Anthropology (MMA) program at University of Southern Denmark. With the course responsible, I helped devise several changes in the course examination and teaching structure.

Brand Management (2 semesters)

Bachelor course in the Business and administration (HA) program at University of Southern Denmark.

Marketing (1 semester)

Bachelor course in the Business and administration (HA) program at University of Southern Denmark.

Project management in global markets (1 semester)

Bachelor course in the Marketing Management Anthropology (MMA) program at University of Southern Denmark. With the course responsible, I helped devise several changes in the course structure including examination methods.

International project management (1 semester)

Bachelor course in the Marketing Management Anthropology (MMA) program at University of Southern Denmark. With the course responsible, I helped devise several changes in the course structure including examination methods.

Organization with philosophy of science (2 semesters)

Student teaching assistant (instructor).

Cultural sociology (1 semester)

Student teaching assistant (instructor).

Bachelor thesis writing group (1 semester)

Student teaching assistant (instructor).

Supervision

I have supervised seminars in business economics, field research reports, and bachelor and master thesis students enrolled in Economics and Business Administration, and Marketing Management Anthropology (MMA) programs at University of Southern Denmark. I have also supervised students enrolled in entrepreneurship and innovation talent programs (SDU Talent Programme in Entrepreneurship, Demola).

TESTS AND EXAMS

Oral examination

Oral examination of Bachelor and Master Thesis students, as well as in 'Marketing Theory' and 'Marketing' courses at SDU.

Written assignments

Graded written essay assignments in 'Brand Management', 'Marketing and strategic communication', 'International project management', 'Seminar in Business Economics', and 'Field Research Report'.

Springboard panel member

Invited as a panel member to student projects in the SDU Talent Programme in Entrepreneurship. The panels consist of a group of industry experts and academic advisors, who discuss and evaluate the student projects in an open forum and provide feedback and advice to students.

SELECT PROJECTS

SDU Talent Programme in Entrepreneurship (2 semesters)

Advisory board member and springboard panel member. Helped develop the program, and I supervised and graded 8 students.

SDU Demola (2 semesters)

Academic advisor and springboard panel member on talent program in innovation and entrepreneurship. Helped develop the program including course description, and I supervised and graded 8 students.