

TEACHING PORTFOLIO JANNEK K. SOMMER

PEDAGOGICAL FOUNDATION

My pedagogical foundation centers around the needs of society at large, the labor market, and on ongoing debates about the key skills and competencies in the future of work. I strongly believe in a lifelong learning perspective, in which students build skills for a meaningful life, both professionally, personally and socially. My teaching seeks to facilitate learning that offers real contexts and authentic settings, in line with and in close interaction with the surrounding community, so that students can acquire strong professional and academic competences, while at the same time, develop transformative competences that prepares them for a dynamic world. In practice, I integrate research-based teaching with practical involvement, enabled by an integration of active learning, peer to peer learning, and constructive alignment.

Active learning environment

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. My lectures are framed by an inquiry-based approach, including Socratic questioning, supported by problem and case-study learning tasks designed to engage and involve students. I always encourage students to solve problems together and acquire knowledge, skills, and competencies experientially by applying theory to real problems. Cultivating intellectual diversity is a hallmark of the type of learning environment I try to create. 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 for them to experience first-hand the importance of considering manifold perspectives.

Peer to peer learning

I believe that students learn best when they feel welcomed, comfortable, and safe. I aim to construct learning spaces that encourage participation and motivate inquisitiveness, where students feel capable of addressing doubt and confusion in the company of their peers. Class discussions are allowed to naturally unfold, often in surprising ways, which I find to significantly motivate student engagement. I use peer to peer activities to enable students to take advantage of their own talents, knowledge, and experience to learn from each other.

Constructive alignment

Teaching requires one to set high goals and clear standards – and once an expectation has been 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 present and explain the purpose of the course, associating learning objectives with assessment methods, and making grading principles transparent.

TEACHING EXPERIENCE

My teaching experience is quite diverse and covers learning activities in private companies and university teaching. My business experience extends to sales teaching and training, sales strategy consulting, and team building. I have taught a long range of courses in Business Administration programs at SDU, both in English and Danish, covering topics within marketing, branding, business strategy, communication, and project management. In addition to course lecturing, I have supervised a copious number of essays, project-based reports, bachelor- and master theses.

Learning has been a strong personal interest and ambition for me, for as long as I can remember. I began working systematically with teaching techniques while I was training and coaching employees in personal sales when I was in my early twenties, and the importance of building and cultivating an environment that supports and motivates people to learn, captivated me right away. I came to believe that deep learning is enabled by a strong inner drive to improve oneself, and that teachers are in a unique position to catalyze this process.

I am deeply fascinated by the significant role pedagogical philosophy plays on both individual and 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. I worked on creating spaces that could accommodate diversity in learning by using an assortment of teaching methods and tools.

As a team-building instructor I worked with developing company culture and team dynamics, introducing me to experiential learning methodology. This experience widened my understanding of learning as a process of convergence between mind and body, as opposed to the dogma of learning as detached cognition. Viewing learning as a distributed and shared achievement, has since then been the philosophical backbone of my approach to teaching.

Working with university education introduced me to new forms of learning and assessment regimes. I saw that teaching university students, as opposed to employees, affords a different set of conventions in communication, and demands other approaches to curriculum development, yet many learning pedagogies are still similar. I believe that some pedagogical principles are fundamental to learning regardless of where they are practiced, 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.

University courses taught

MSc. Economics and Business Administration
—Advanced Brand Management (Autumn 2020)

BSc. Economics and Business Administration
—International Business to Business Marketing (2021, 2022)

- International Business (Spring 2022)
 - Brand Management and Marketing Communication (Spring 2021, 2022)
 - Brand Management (Autumn 2017, 2018)
 - Marketing (Spring 2016, 2022)
- BSc. Market and Management Anthropology
- Project Management in Global Markets (Spring 2016, 2017)
 - Marketing and Strategic Communication (Spring 2016, 2017, 2018, 2021)

PEDAGOGICAL COMPETENCE

Pedagogical job functions and contributions to pedagogical development

University of Southern Denmark

- Program responsible BSc Economics and Business Administration (2022+)
- Curriculum revision, development, and operation.
- Course responsible (2022+)
- International Business and International BtB Marketing. I comprehensively revised and restructured both courses.
- Steering committee member of talent programs in entrepreneurship (2018+)

World of Adventure A/S

- Team building project manager

I worked with team-building and experiential learning methods as a Team Building Instructor & Project Manager at World of Adventure A/S on more than 50 projects, and I developed, organized, and managed 21 of those.

Salgstrænerne ApS

- Business consultant
- Coached, trained, and taught sales methodology for various companies as a Business Consultant at. I produced new training material for clients, advised on employee development and talent retention, and implemented before and after measurement protocols.

TDC Business Nordic A/S and Stepstone A/S

- Sales Manager
- Developed sales training programs and assessment tools.

Courses in higher education teaching pedagogy

- Curriculum development (SDU, 2022)
- Case-based learning (SDU, 2022)
- Office 365 – an introduction to 4 tools in Office 365 (SDU, 2022)
- MCQ – Construction and quality control of multiple-choice items (SDU, 2022)
- Facilitating, not teaching: Developing facilitation skills for the classroom (SDU, 2022)
- Motivating teaching (SDU, 2022)
- Videos – how to create and use videos for teaching and learning (SDU, 2022)
- Helping students understand assessment – using rubrics, peer review and exemplars (SDU, 2022)
- University teaching pedagogy (SDU, 2013)

Other courses with pedagogical relevance

- Management development program (StepStone A/S). Six-month program in general management, including people management, sales strategy, and interpersonal communication.
- Management development program (TDC Business A/S). Six-month program in general management, including people management, sales strategy, and interpersonal communication.
- Train the Trainer (TDC Business A/S). Six-month development program focused on teaching pedagogy facilitated by management consultancy firm MirrorMan A/S
- Coaching (TDC Business A/S). Six-month development program on coaching methodology facilitated by management consultancy firm Coachers A/S

EDUCATION EVALUATIONS

Teaching evaluation excerpts from a selection of university courses.

Advanced Brand Management

MSc. Economics and Business Administration

Autumn 2020, overall average: 4 (out of 5) with 39.6% response rate

- “I really like Jannek’s positive way of teaching and motivating people. Interacting with the students and also the questionnaires are during this online teaching period a good idea and are fun”
- “It has been a struggle with some learning activities during the lecture due to Covid-19, however, there have been some activities. Secondly, I think the lectures have handled the change of being online very well”
- “Especially Jannek can present the content in the lectures very well”

Marketing and Strategic Communication

BSc. Market and Management Anthropology

Spring 2021

Overall average: 3,85 (out of 5) with 52.4% response rate

- “Jannek is very engaged and prepared for every class, I've appreciated that a lot.”
- “Jannek you’re awesome – really appreciate the many examples/commercials/cases!”

—“I really enjoy the lessons, especially with Jannek, who is always open to discussion and no comment or question is stupid to him :)”

Spring 2018

Overall average: 4 (out of 5) with 39.4% overall response rate

—“Jannek is the best teacher I have seen during my studies in the past years.”

—“I am very happy about our lecturer. He's happy and enthusiastic self wakes up the whole room and keeps us engaged.”

—“Jannek's lectures are exciting because he manages to capture our attention without talking in a monotone, boring voice. It feels as if he is passionate about the subject and has a lot of fun teaching.”

Spring 2017

Overall average: 3.67 (out of 5) with 45.9% overall response rate

—“We all love Jannek. Brilliant professor, very motivating and very good at explaining the core concepts.”

—“Jannek is a terrific lecturer and has a captivating way of teaching.”

—“The lectures are very very good! Both because they are captive of a student's attention, but also because they are good to take notes to, and at the same time allow for good meaningful discussions, this perhaps is the best part of the lectures. The ability to discuss the contents of the lectures really is very meaningful and gives good comprehension of the subjects.”

Spring 2016, overall average: 4.31 (out of 5) with 33% response rate

—“Jannek is really anticipated and tries to explain concepts with real-life examples that make it interesting to participate in class.”

—“Lecturer is motivating and his way of lecturing bursts student's participation.”

—“Jannek has been superman! Goods energy and passion for the course radiate from his eyes.”

Brand Management

Autumn 2018, overall average: 3.74 (out of 5) with 23.2% response rate

—“The teacher is really passionate into the subjects, almost pure gold lecturer!”

—“The lecturer makes the lectures interesting and includes a lot of relevant/life examples.”

—“The lecturer is extremely good at teaching and I feel very comfortable in the class room.”

Autumn 2017, overall average: 3.92 (out of 5) with 31.2% response rate

—“Very awesome way of teaching!”

—“You just feel the passion of the lecturer. He puts a lot of thought in his PowerPoint presentations, and the images and videos are great to understand the theory better. It gives you practical insight. This is a course you can easily apply outside of university life.”

—“The lecturer is very motivating and encouraging. The lessons are good to follow, and it is nice that there is humour and interaction in it as well so it's not only 2 hours of listening, but also participating. The big class makes it less comfortable sometimes to talk about our opinions, but because of the humour I think everyone feels (kinda) comfortable to talk.”