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## Teaching Philosophy

As an economist I am lucky – the goal for teaching is easy to establish, as the only goal you have is to teach the students to think like an economist. The guiding question is how to allocate scarce resources in an economic system, where a multiplicity of interests are guiding people's behavior – and incentives, especially economic incentives, drive the pursuit of these interests.

Economics builds on axioms; these are rules which can guide you to acknowledge nexus, coherency and interrelations in economic systems. Microeconomics looks at behaviors, policies and outcomes at the household or firm level, while macroeconomics scales up to analyze at societal or world scale. In that respect understanding microeconomics is paramount for working with environmental and resource problems – and understanding macroeconomics is a key pillar of understanding the political economy of day-to-day economic policy debates that affect e.g. unemployment, growth, trade and price levels.

My philosophy is simple – teach students to understand the basic economic sciences and how to apply them to analyze the world at relevant scales.

## Teaching methods

"Dogma", "learning by doing" and "responsibility for learning rests with the students" are the main guiding principles of my teaching methods.

This means at times very old fashioned teaching using chalk and board – but with space for developing the lecture through the interaction of the students to safeguard that questions are addressed as we go.

Preparing and presenting powerpoint slides is necessary and the students seem to benefit from and expect these shorter, more dense inputs for their overview of the subjects.

I frequently use group work, exercises, role playing and class discussions to safeguard active learning.

Evaluation in the courses is most often through written home assignments with individual supervision. This seems to be valued by the students through the personal interest and interaction it gives.

Student presentations of scientific articles or research inputs are used in lectures to train oral presentation skills.

When appropriate, I include field trips and community engagement in my courses.

## Teaching experience

I have almost 40 years of University teaching experience across the Bachelors, Masters and PhD levels, mostly at the University of Southern Denmark since 1998, and at Handelshøjskole Syd (1983-98) as external lecturer before that. I have also taught master courses at the University of Faro, Portugal and at Princess Nourah Bint Abdul Rahman University in Riyadh.

I have taught Microeconomics, Macroeconomics, Descriptive Economics, Integrated modelling, Environmental and Resource Management and Economics (courses developed also to cover interdisciplinarity to biologists and engineers, in Denmark and Portugal), Tourism Economics (interdisciplinary for humanities, Erasmus students of Tourism management), Organization and Management (for Health master students in Riyadh), Philosophy of Science, Master thesis preparation, and supervision of bachelor, master, and Ph.D. Theses. I have also taught a wide variety of applied and theoretical short courses developed and offered over the years; the latest of these have been in Cambodia and Vietnam (2018)