

TEACHING PORTFOLIO

Fundamental pedagogical view - and how it comes into play in my teaching practice

First and foremost, I believe that it is important to meet students with respect and curiosity. They can sense whether I am engaged in their learning and development: Being well-prepared and enthusiastic, entering a deeper, professional dialogue with those interested in doing so, showing empathy whenever needed... Such behaviour emphasises that I am there for them.

I believe that both teachers and students are responsible for creating a learning environment and thereby can influence that learning takes place. Moreover, both can benefit greatly from being part of a teaching situation. To me, teaching is rewarding due to the sense of contributing to the students' culture and education. And it becomes interesting to both me and the students if, for example, their prior knowledge and experiences as well as their thoughts and ideas are brought into play. This helps activate them, which leads to the topic in focus being considered from various angles and taking root. Therefore, I always seek to prepare the ground for the students to share, analyse, and reflect.

In 2019, I was interviewed by the students' council at my faculty regarding my teaching practices, including what I do to make my lessons interesting and inspiring. In the interview, I list and explain three recurring themes of how I plan and conduct teaching: 1) Framework conditions: With the purpose of making it easy for the students to navigate the course throughout the semester, I highlight the conditions, deadlines etc. at the beginning of a course (syllabus, assignments, procedure for the exam etc.) and revisit these occasionally, 2) Context: To also make the education practice-oriented and prepare the students for how they can use their competences after they graduate, I draw on my experience from working in and with industry to exemplify how theories and concepts relate to and unfold in empirical settings and 3) Interaction: By means of pedagogical grips, such as asking the students to briefly discuss a topic with the person sitting next to them in class so that they test and develop their ideas in small scale before having general discussions or forming groups, I facilitate that students interact and thereby pave the way for them to engage themselves and feel confident in sharing and debating their thoughts and ideas about the topic in focus.

When preparing my teaching, I ask myself what would be new and useful to the students, how I can best explain and how they can best learn this as well as what would create an a-ha moment for them. It should be worthwhile for the students to show up for class. And they do. However, I am aware that despite well-planned, enthusiastic and well-executed teaching the level of learning in a teaching situation can vary significantly among the attending students, as: 1) They learn differently, 2) they enter the classroom with different qualifications, 3) some are motivated; others are less, 4) some arrive well-prepared for class; others do not and 5) their mental presence can be lacking, e.g. for personal reasons.

I cannot influence all these items, but – as another example of how I prepare my teaching – the potentially different intelligence and learning styles of the students are in my thoughts. During class, I use means for accommodating both visual, auditory and – whenever possible – also kinaesthetic learning styles. For example, as part of the course Consumer Product Testing & Optimization, I ask the students to carefully plan for and conduct tests of foods and their packaging among each other, which implies that all their senses come into play.

Another important aspect of good teaching is, I think, that the students get professional and comprehensive feedback on their performance and what they should seek to improve, e.g., in relation to hand-ins. This feedback and feedforward can be given by me and/or by means of peer assessment. When I give feedback, I make sure that it is clearly formulated and to the point. And I do it constructively in the sense that I feed forward by providing inspiration or actual proposals for how and what the students can improve.

I also give myself some feedback. During the semester, I take notes of whatever is noteworthy for me to improve my teaching. This could be the duration of group work or the appropriateness of course literature. Apart from doing this kind of self-assessment, I carefully consider the students' evaluation of my teaching.

Apart from teaching, I do a lot of supervision. Supervising students, especially those doing their master's thesis or PhD project, is typically very inspiring. Normally, I meet the students one to one and take stock of which supervision style would be expedient in the situation. In my experience, students sometimes simply need a word of advice, whereas in other situations I guide them by asking them questions they can ponder, or I even challenge their ideas by playing the devil's advocate.

Teaching experience

2022 - Leading Digital Transformation. Course at professional master's level – for public managers.

2021 - Commercialization Strategy in Theory and Practice. Course at master's level.

2021–2022 Management of Technology. Course at master's level

2019 - Experience Based Design. Course at master's level.

2018 Creativity in Teams. Lecture at a summer school for future master's level students.

2017-2021 Consumer Product Testing & Optimization. Course at master's level.

2017-2021 Idea and Innovation Management. Lecture in a cross-departmental course at bachelor's level.

2016-2021 Team Building. Course at bachelor's level.

2015-2016 Experts in Teams

2013 Engineering Design Methods. Course at bachelor's level.

2007–2008 The Integrated Design Approach to Product Development. Course for upgrading of high school teachers.

2006–2010 Poster Design Workshop for chemical engineering bachelor students.

2006–2008 Industrial Products of the Future. Course at bachelor's level.

2005–2015 Industrial Design. Course at bachelor's level.

2005–2010 Pilot project. Introduction to the Integrated Design approach to product development.

2004 Marketing Management. Course at bachelor's level.

2003–2013 Branding, Graphical Design and Packaging. Course at bachelor's level.

2003–2008 Sketching / Rapid Viz. Course at bachelor's level.

2003–2008 Project Management. Course at bachelor's level.

2003-2005 Project Economy. Course at bachelor's level.

Student supervision experience

2021– Co-supervisor of PhD student at Department of Clinical Research. SDU/Odense University Hospital, Odense, Denmark.

2017-2020 Co-supervisor of PhD student at SDU UAS Center. SDU, Odense, Denmark.

2016 – Supervisor of various projects: Individual projects, in-company projects, bachelor theses, and 60+ master's theses concerning product development, innovation, and business development. SDU, Odense, Denmark.

2003–2015 Supervisor of numerous projects: Semester projects and final projects at Integrated Design. Engineering College Odense + SDU, Odense, Denmark.

Pedagogical supervision and assessment experience

2017 Pedagogical supervisor. Two colleagues in need of training as teachers. SDU, Odense, Denmark.

2013 Pedagogical assessor. Two participants of the Lecturer Training Programme. SDU, Odense, Denmark.

2011 Member of the assessment committee. Assessment for a teaching associate professorship. SDU, Odense, Denmark.

Teaching-related education

2020 Introduction to SDU's quality system for educations. E-learning course. SDU, Denmark.

2018 PhD supervision process, methods and tools. SDU, Odense, Denmark.

2011 NLP Business Practitioner. Mindstep. Aarhus, Denmark.

2010 Preparation of teaching portfolios. Workshop. SDU, Odense, Denmark.

2005 Belbin – certification and authorisation (team role concept expert). Potential. Odense, Denmark.

2003–2004 Lecturer Training Programme (professional postgraduate university teacher training. IuPN (pedagogical network of engineering educations). Residential course, Denmark.

Educational development and management experience

2022 – Head of Studies for Master in Management of Technology (MMT), SDU, Odense, Denmark.

2021–2022 Heading the development of Master in Management of Technology (MMT), SDU, Odense, Denmark.

2017 - Member of PDI education committee. Product Development and Innovation (PDI). SDU, Odense, Denmark.

2017 Program coordinator. Interim responsible for coordinating the development of the engineering education Product Development and Innovation. SDU, Odense, Denmark.

2003–2009 Semester responsible. Responsible for planning, completion and evaluation of 1st – 4th semester at Integrated Design. Engineering College Odense + (from 2006 onwards) SDU. Odense, Denmark.

Additional

2023 Member of PhD assessment committee at the Department of Materials and Production. Aalborg University, Aalborg, Denmark.

2023 Chair of PhD assessment committee at the Department of Business & Management. SDU, Odense, Denmark.

2021–2023 Participant in TICON (Teaching Creativity Online) Erasmus+ funded project focusing on developing online teaching inspiration and tools for higher education teachers.

2019–2021 Participant in CHET (Creativity for Higher Engineering Education Teachers Participant in EU) Erasmus+ funded project focusing on mapping and inspiring creative teaching in engineering educations around Europe.

2019 - External examiner for the further artistic educations in Denmark. Aarhus School of Architecture, Design School Kolding and The Royal Danish Academy of Fine Arts Schools of Architecture, Design and Conservation.

2016 + 2019 External academic assessor Assessor of MSc of Engineering in Architecture & Design. Aalborg University, Aalborg, Denmark.

2009 - Member of DUN (Danish Network for Educational Development in Higher Education).

2004 Harbo, M. (2004). Kan pædagogik overhovedet betale sig? IPN Nyt, 14.