Mette Lund Kristensen
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Teaching Portfolio

TEACHING PHILOSOPHY

I find teaching an important and very enriching task. My main pedagogical aim is to stimulate the students to a high degree of independent and critical academic thinking, to participate actively in the courses and to be responsible for their own learning.

I believe that for teaching to be successful, there are several core requirements:

The lecturer needs to show and transfer his or her academic commitment and enthusiasm to the students. As an academic, I have a natural excitement about certain theoretical and topical issues. I know that the same level of enthusiasm is not evident among students, wherefore I am highly committed to trying to make my passion for a communication theory or a leadership issue filter through to the students.

It is the lecturer's pedagogical task to nurture and help develop the students' academic self-efficacy. I am very concerned with creating an activating and inclusive learning environment. This is an especially important task in the first year of the bachelor programme. I do this by continuously encouraging the students to raise questions and discussions in the courses and by showing the students my academic respect and interest when they do. I also try to support student activities outside the classroom whenever it is possible.

Learning is best acquired in a learning environment that varies between lecturer involvement and student independence. It is a constant challenge to capture the students' attention in competition with other interests. Therefore, I am very dedicated to involve the students in an active learning process and to create an engaging learning environment where the student's active participation and independent commitment in and outside of class are stimulated. I aim to create a learning environment that combines learning methods varying along two dimensions: 1) distance and proximity, and 2) student control and lecturer control. As part of the lecturer training programme, I developed a project that reflects this in its ambition to break with the Audience syndrome (Publikumsyndromet). I have to a high degree succeeded in this endeavor through exercises like a question for reflection, casework, group and plenum debate on prepared and unprepared questions, collaborative learning, peer assessment, presentations with appointed student discussant, etc. (examples are elaborated below). In every lecturer-controlled learning situation, I have a strong ambition to have real presence and to show attentiveness to the students by being aware of their underlying basis for understanding. I insist on dialogue as well in plenum as between student, even when the dialogue is difficult for example in big classes with +300 students. Most students find the dialogue enriching, while some are more reluctant to engage in front of other students.

The lecturer should not review the curriculum literature with the students but instead strive to broaden the students' understanding of the most prominent themes in the curriculum. To make the lectures more interesting and also worth the effort for the most skilled and prepared students I seldom review the curriculum texts on a one-to-one basis. Instead, I concentrate my lectures on prioritized issues and concepts and try to broaden the students' perspectives on the topic and provide critical views on the problems discussed adapted to the student's academic level. This approach to my lectures also forces the students to prepare well for the classes, which unfortunately is a growing challenge especially in the early years of the undergraduate program.

The willingness to learning is motivated by an understanding of relevance and applicability in real life scenarios. I have a strong ambition to give students not only the academic tools to understand the theory and to be critically reflexive in an academic discussion, but also to make them aware of the applicability and implications of theoretical knowledge in practice. The goal is to elucidate the practical relevance of learning theory. Several of my courses are based on real-life cases, where students have to either work with a given case or collect data from a field study and work with them in relation to the theories and models presented in the curriculum. E.g. in the professional master classes I integrate students own cases from their workplaces both in class and in exams, and in the Organization and organizational culture analysis course students collect data in a self-selected organization as input for an organizational culture analysis in their exam paper.

Teaching and supervision

Bachelor Project

Kristensen, M. L.
01/02/2018 → 31/08/2022

BA negot Bachelorproject

Kristensen, M. L.
01/09/2014 → …

Cand.negot. Master's thesis

Kristensen, M. L.
01/09/2014 → …

Corporate Communication

Kristensen, M. L. & Albu, O. B.
01/02/2014 → 30/06/2018

Corporate Communication

Kristensen, M. L. & Albu, O. B.
01/02/2019 → 31/08/2023

Integrated Market Communication

Kristensen, M. L.
01/09/2009 → 31/01/2012

Kommunikation

Kristensen, M. L.
01/09/2005 → …

Kommunikation

Kristensen, M. L.
01/09/2004 → 31/01/2007

Leadership and Organizational Communication

Kristensen, M. L.
01/02/2017 → 30/06/2017

Leadership and Organizational Communication

Kristensen, M. L.
01/02/2017 → 30/06/2017

Market Communication and advertisement

Kristensen, M. L.
01/09/2010 → 31/01/2012

Marketing and Strategic Communication

Askegaard, S.
01/02/2015 → 30/06/2017

Marketing og Strategisk Kommunikation

Kristensen, M. L.
01/09/2015 → 31/01/2017

Master´s Thesis

Kristensen, M. L.
01/02/2019 → 31/08/2022

Organisation med videnskabsteori

Kristensen, M. L.
01/09/2010 → 31/01/2013

Organisationsforståelse og -kulturanalyse

Kristensen, M. L.
01/02/2008 → 30/06/2019

Organizational Analysis

Kristensen, M. L.
01/02/2022 → 31/08/2023

Organizational Culture

Kristensen, M. L.
01/02/2019 → 31/08/2022

SDU Bestyrelsesuddannelse

Kristensen, M. L.
15/04/2026 → …

Strategic Communication

Kristensen, M. L.
01/09/2013 → 31/01/2015

Strategic Communication

Kristensen, M. L.
01/09/2019 → 31/01/2023

Strategisk kommunikation

Kristensen, M. L.
01/02/2014 → 30/06/2015

Strategisk Kommunikation

Kristensen, M. L.
01/09/2014 → 31/01/2020

Vejledning af Bachelorprojekter

Kristensen, M. L.
01/09/2004 → …

Vejledning af kandidatspecialer

Kristensen, M. L.
01/09/2004 → …

Vejledning af Masterprojekter

Kristensen, M. L.
01/09/2014 → …

Vejledning af projektorienteret forløb

Kristensen, M. L.
01/09/2014 → …

Vejledning af seminar

Kristensen, M. L.
01/09/2010 → …

UNIVERSITY OF SOUTHERN DENMARK

Professional Master: Strategic Communication (MOL, MPQM), 2014-2017
Graduate: Corporate Communication, 2009
Graduate: Integrated Market Communication, 2009-2011
Bachelor: Communication, 2005
Bachelor: Organization with Philosophy of Science, 2010-2012
Bachelor: Market Communication and Advertisement, 2010-2011
Bachelor: Strategic Communication, 2013-2014
Bachelor: Marketing and Strategic Communication, 2015
Bachelor: Organization and Organizational Culture Analysis, 2008-2018

AARHUS UNIVERSITY, SCHOOL OF BUSINESS

Bachelor: Communication (ITKO), 2004-2006

Experience with supervision

I have fifteen years of experience with supervision of seminars, project-oriented reports, bachelor projects, master theses and professional master theses at all educational levels at the university. Accordingly, I have supervised students from the following study programmes:

•BSc. in Economics and Business Administration, (HA) University of Southern Denmark
•M.Sc. in Economics and Business Administration (Cand.merc.), University of Southern Denmark
•BA in business, Language and Culture (BA negot), University of Southern Denmark
•MA in Business, Language and Culture (Cand.negot), University of Southern Denmark
•Professional master in Public Management (MOL), University of Southern Denmark
•Professional master in Public quality management (MPQM), University of Southern Denmark

I have supervised approximately 80 bachelor projects and master's theses within the areas of organization studies, organizational behavior, leadership, management, strategic communication, corporate communication, organizational

identity and identification, organizational culture, organizational values, and internal and organizational communication.

Study programme administration and responsibilities

Being lecturer, course responsible, study leader and study board chairman, I am actively involved in study programme and course development on an on-going basis. I am and have been involved in study programme administration in several ways and at levels.

Study board chairman for MA and BA in Business, Language and Culture (Cand. Negot.), University of Southern Denmark. + 500 students. Since 2014.

Study leader for BA in business, Language and Culture (BA negot) and MA in Business, Language and Culture (Cand.negot), University of Southern Denmark. + 500 students. Since 2014.

Study programme responsible for The elective subject programme in Marketing, Communication and Branding, University of Southern Denmark. Approximately 60 students. 2010-2017

Pedagogical Competence

In 2012 I completed the university teaching training program offered by University of Southern Denmark