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Teaching Philosophy

Economics is broadly defined as the study of how societies and individuals allocate scarce resources amongst unlimited wants. I am fortunate to be an economist in a time of great global flux in the forms and methods societies use to make these allocations, so that my teaching and research can make a difference in an individual life or even an economy's structure. I am even more fortunate to believe firmly in the benefits of interdisciplinary approaches to facilitate this. Cross-fertilization of ideas across disciplinary boundaries both deepens and broadens capacities for analytical and critical insights into the world's most challenging problems.

Within this broader framework, economics is often at the heart of both the problem and its solutions. The more an individual student or a decision-maker understands economics, the more she can choose the ways in which she divides the many resources she manages across all aspects of her life. My teaching covers a broad set of interdisciplinary topics but is focused on the way decisions are made in cases where the free market cannot provide the most beneficial amounts of desirable goods or services, and the implications of these decisions for societies, past and present.

I approach each course I teach with the goal that students should finish the course with both greater knowledge and greater skills. The knowledge component is obviously course-specific. Skills, on the other hand, encompass more generalizable learning goals and outcomes. In addition to the technical skills pertinent to a course, I work consistently in all courses to build the students' critical thinking and lateral thinking skills. In particular, I encourage students to explore questions that may seem unrelated to economics with the economic tools I present them. I do this in the hopes that they appreciate how and why economic analysis is useful to them.

Fostering dialogue about current events outside of class through required discussion boards or blogs, and now Twitter and podcasts, has at times helped in these goals. Technology is also playing an ever-growing role in my classes. I increasingly use it to illuminate in-class material, but also to drive the students to develop a flexible and fluid understanding of the ways in which technology can help them in their own intellectual development. This might be through e.g. statistical software, tools for text (content or sentiment analysis) or spatial analysis, or data and story-telling visualization or accessibility tools. I expect students to explore their own interests using the tools of economics. As many of my courses are interdisciplinary in nature, group projects are structured so that they bridge the differing backgrounds of the student body in a way that allows them to learn from each other and to respect the insights each field contributes to the issue at hand.

Teaching methods used

I am continually investigating new opportunities to increase student involvement and agency in their learning. I have used many forms of teaching and technology over the years. These are summarized here in point form:

- o Chalk and talk (approximately 1996- 2003)/ Powerpoint guidance (approximately 2003-present), with interactive 'clickers' at times
- o Discussion based, in class and online
- o Student-led discussions
- o Student presentations
- o Student self-guided, with mentoring
- o Hands-on (quantitative methods; text analysis) work with supervision/ assistance
- o Experiments
- o 'Field work' including data gathering/ surveying
- o Guest lectures from experts and practitioners
- o Online discussions in academic journal/blogs, twitter, discussion boards
- o Integrated readings from academic, popular science, policy, and current event literatures (and now podcasts and other media forms).

Teaching experience

I have almost 25 years of University teaching experience across the Bachelors, Masters and PhD levels. This includes full semester courses at Northwestern University, Vassar College, Gettysburg College and SDU, alongside shorter courses in a variety of locations. Below are courses taught since coming to SDU in 2011.

Teaching and supervision

American Economic History

Kaiser, B.
01/02/2014 → 30/06/2014

Analytical tools for Energy Markets

Söderberg, M. & Yang, Y.
01/09/2019 → 31/01/2022

Analytical tools for Energy Markets

Söderberg, M.
01/09/2018 → 31/01/2019

Energy Economics

Vestergaard, N., Kaiser, B. & Boscán, L.
01/09/2017 → 31/12/2019

Energy Markets

Kaiser, B. A.
01/09/2018 → 31/01/2022

Environmental Spatial Modeling with GIS

Kaiser, B. A.
01/09/2019 → 31/01/2023

Environmental Spatial Modeling with GIS

Kaiser, B.
01/02/2016 → 30/06/2018

Global Challenges I: The SDGs relevance for the Social Sciences

Korchmina, E. & Klatt, M.
01/02/2022 → 31/08/2023

Master Thesis

Kaiser, B. A. & Vestergaard, N.
01/02/2020 → 31/08/2022

Micro Economics in a Business Context

Bronnmann, J.
01/08/2020 → ...

MSc Supervision for Environmental and Resource Management

Kaiser, B.
01/12/2011 → ...

Risk Management

Kaiser, B. & Ahsan, D.
01/09/2016 → 31/01/2017

Risk Management

Kaiser, B. A. & Ahsan, D.
01/02/2022 → 31/08/2023

Sustainability

Kaiser, B.
01/09/2014 → 31/01/2020

Sustainability

Brandt, U. S.
01/09/2013 → 31/01/2014

Sustainability

Kaiser, B. A.
01/09/2020 → 31/01/2023

Sustainability

Kaiser, B. A.
01/09/2018 → 31/01/2020

Topics in Environmental and Resource Management

Kaiser, B. A.
01/02/2023 → 31/08/2023

Topics in Environmental and Resource Management

Kaiser, B. A.
01/02/2023 → 31/08/2023

Topics in Environmental and Resource Management

Kaiser, B. A., Ravn-Jensen, L. & Vestergaard, N.
01/02/2019 → 31/08/2023

Topics in Environmental and Resource Management

Kaiser, B. A.
01/02/2023 → 31/08/2023