

## Teaching Portfolio

Jan Vang Brambini-Pedersen  
Head of Unit, Professor  
Department of Technology and Innovation  
SDU Engineering Operations Management  
Email: jvbp@iti.sdu.dk



## Pedagogical view: Educational practice - Basis / values

### Teaching philosophy statement

The philosophies of pedagogy that I subscribe to are the contingency (Hodgetts et al, 1976), scaffolding (James, M& Pollard, A, 2011) and co-creation principles (Bovill et al, 2011). I aim at combining them. The contingency approach argues that there are no universal best practices and thus practices have to be context specific. This means that each time a course is taught the underlying assumptions about the students, their skills etc. should be reassessed. The scaffolding principle entails that the teacher should create a structure for each e.g. lecture and gradually build up the level (with the use of the tools appropriate for the particular type of students, learning goals and course content) and that the courses should be constructed along the same lines (e.g. from more basic insights to more advanced insights). Finally, the co-creation principle suggests that the teacher does not monopolize the knowledge and interpretations and that guided active involvement of the students allows for mutual learning for both lecturer and student (in terms of the topic as well as the way of teaching). I pay special attention to avoiding that the co-creation is monopolized by certain individuals and groups and that power issues prevent open co-creating dialogue.

Inspired by the scaffolding pedagogy when I am lecturing I always start with the basic concepts and establish a shared cognitive framework and a shared language before moving onto more complex issues. Exercises are designed with a clear progression in mind. The progression always has as the end-goal to develop reflective practitioners, and the progression gradually moves from conducting descriptive accounts of a problem over capturing the low hanging fruits to understanding the underlying causal mechanisms.

Inspired by the contingency pedagogy I invest in getting to know the students' prior experiences and particular interests. I strive to mobilize them within the domains where they have particular experiences and aim at co-creating the exercises with the students.

Inspired by the co-creation pedagogy I also strive to ensure that students feel at ease and motivated. Using tools to make the students confident to speak out my teaching aims at co-creating an open dialogue based atmosphere. This also entails co-creating rules concerning what are appropriate questions, interventions and what is considered inappropriate due to lack of preparation.

### View on teaching at undergraduate and postgraduate level and teaching goals

The overall and most important goal of the educations I am currently teaching is to develop reflective practitioners. This, in a way, is a meta-goal and each goal in the different courses in principle contributes to this goal. The main difference between under- and post-graduate learning goals in our educations pertains to the difference between becoming respectively a technical rationalist and a reflexive practitioner. The undergraduate teaching – aligned with the scaffolding principle – is based on the idea of introducing established theories and getting the students to apply them on standard cases/settings. At post-graduate level – in our AAU programs – the idea is to avoid developing 'ivory tower theorists', hence focus is on the use of theories for solving practical real life problems (typically for organizations). Unlike at the undergraduate level, the students are expected to combine theories for solving complex or wicked problems. Moreover, the students are assumed to pay much attention to operationalizing central concepts.

Thus, at undergraduate level the lecturer/teacher presents the core concepts, ensures that there is a discussion on clarification of the core concepts, and designs exercises – if possible in collaboration with the students - allowing the students to apply the concepts in clear settings. Special attention is paid to insecure students but the last part of the lecture is dedicated to the most advanced students. This allows for stimulating both the weakest and strongest students. I also emphasize operationalization of core concepts in the teaching and expectations to building up an argument (e.g. chain of evidence). The exercises should reflect the same aspects.

At post-graduate level, the co-creation becomes more pronounced, and the students are almost from the beginning involved, not only with the aim of demonstrating conceptual clarity and analytical skills, but with the aim of demonstrating the ability to work creatively with the theories and tools for solving practical problems in new and more efficient ways – and they are also encouraged to co-create the teaching. Core concepts will nevertheless be presented at the beginning of each class to ensure a minimum common understanding and shared mind-set, hence co-creation only starts after this has been established. Ultimately, the goal of the teaching on post-graduate level is to break down the barriers between teaching and research and engage the voices of the students as junior researchers. The teaching should thus produce new insights among both teachers and students on the topic, as well as on the teaching principles.

### Teaching methods

The most important method for ensuring that the teaching relies on a contingency, a scaffolding and a co-creation principle is for the teacher/lecturer to apply a flexible or even agile planning in the execution of the teaching. This is a challenge as the learning goals are pre-defined. To achieve the goal of flexibility, I usually spend time to understand each student and

the dynamics in the class. I make the teaching relevant and present each lecture as a set of management decisions that the manager has to go through, as this allows for explaining the logic behind the course and motivates the students by 'simulating' real life experiences. To ensure that the teaching is experienced as relevant to the situations companies face today, I base the course/lecturing on state of the art-literature (especially for post-graduate level teaching). As this literature is often complex, I frequently hand out teaching notes with instructions before the students read the texts. Currently, a central concern is how to teach the state of the art-research, which contains much econometrics to students without prior statistical knowledge. This problem is addressed by clarifying the regressions in details and developing small exercises capturing the ideas in the econometrics. Moreover, I try to combine different tools for students who are visually versus listening oriented and include company video etc. to contextualise the abstract econometrical knowledge. Finally, I ensure that learning goals are covered but also allows for flexibility in respect to the 'road' to reaching the goal.

### Teaching materials

At undergraduate level I make an effort to find a text book of high quality and supplement with selected articles. This gives the students an understandable book and access to many real life cases. At postgraduate level I select all texts myself – when possible – and rely solely on journal articles (or similar state of the art-texts), and almost always texts from the most recent years. This is done for the practical reason that given the current technological development, older texts are often out-dated (although they might have central points). Using academic texts leads to teaching/lecturing challenges of two kinds; usually the students don't understand the statistics, the managerial implications are not always clearly developed and the texts assume a great deal of prior knowledge by the students. As a lecturer, I thus have to use different tools that ensure that the students understand the texts. Constant monitoring of the progression of the each student is a tool for ensuring that they capture and understand the texts and can translate them into tools usable for solving practical problems. I engage in dialogue with the students on how to co-create situations, examples and exercises that will make them more capable of understanding the texts.

### Teaching improvement

Teaching improvement is a constant drive behind my teaching and my primary tool is to ensure that teaching doesn't get a lower priority than activities more clearly aligned with the incentive structures at SDU (e.g. papers, funding etc.). To achieve this I participate in meetings with colleagues and discuss their teaching challenges and solutions, I identify role models, I make sure to have time for preparation and recall the challenges from last time I taught the course/class. I read up on literature on how to combine technology and teaching, and I write papers on teaching, which forces me to think about my teaching practices.

More specifically, I have recently identified particular challenges related to international students – i.e. difficulties in group work, especially pertaining to the problem identification phases – and I have been granted a research proposal on 200.000 DKK to conduct research within this particular field. The findings from the study resulted in many improvements in the program.

I am also active in supervising assistant professors which is a good opportunity for engaging in discussions on teaching including both supervision and lecturing.

I am paying attention to reoccurring patterns and ask colleagues very specific questions related to how to solve these (e.g. not giving the students enough time to answer the questions, cutting weak student short).

## Teaching Experience

I will only start teaching at SDU in Sept. 2019. Therefore, my teaching experience is primarily at AAU.

Teaching experience at Aalborg University, Denmark:

### M.Sc. in Operations and Innovation Management

2016-	OIM/GM/MM: Managing global business systems and value chains (Role: Responsible and teaching), English, 5 ECTS, Individual oral exam
2015-	OIM: GM/MM Innovation and Change Management (teaching), English, 5 ECTS, Individual oral exam.
2012-	OIM/MM: Media Management, micro (responsible), English, 5 ECTS, Mostly written exam
2012-	OIM/MM: Media Management, meso (responsible, teacher), English, 5 ECTS, Mostly oral exams
2012-	OIM: Master Thesis (Supervisor), English, 30 ECTS, Individual oral exam based on the submitted written report, internal co-examiner
2012-	OIM: 3rd Semester Project (Supervisor), English, 30 ECTS, Individual oral exam based on the submitted written report, internal co-examiner
2012-	OIM: 1st and 2nd Semester Project (Supervisor), English, 15 ECTS, Group oral exam based on the submitted written report, external co-examiner

### M.Sc. in Engineering – International Technology Management (ITM)

2006-09	ITM: Supply chain management (teaching), Danish, 2.5 ECTS, Examined in projects
2006-08	ITM: Intercultural communication/management (teaching), Danish, 2.5 ECTS, Examined in projects
2006-08	ITM: Methods (teaching), Danish, 2.5 ECTS, Examined in projects
2006-12	ITM: Master thesis (supervisor), Danish, 30 ECTS, Oral exam based on written project
2006-12	ITM: 3rd semester project (supervisor), Danish, 30 ECTS, Oral exam based on written project
2006-12	ITM: 1st and 2nd semester projects (supervisor), Danish, 15 ECTS, Oral exam based on written project

### Supervision

I have supervised approximately 40 theses, +90 1. and 2. semester projects (master's level) and 30. internship reports since 2005 at AAU. Below are specified the supervision activities since 2013. In total I have taught more than 4000 hours at AAU.

**Supervised the following thesis' since 2013**

Inbound Logistics Analysis of the Machine Tools Segment within the German Mechanical Engineering Industry,  
Nicola Polcerova

Operations and Engineering management, Master Programme, 2017, submitted, to be defended 30. August,

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Identifying the main barriers to innovation in a classical hierarchical company in the eastern European region  
Dávid Velki

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2017

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Technology Push versus Market Pull - Evaluating the Cost-Effectiveness of Innovation Incentives

Christian Elvin Kønig

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2017

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Delivering Games as a Service - A six component theory built from industry cases

Alexander Holst Thomasen, Mikkel Colbe Nielsen

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2017

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Open Innovation in Danish Media Companies - Multiple Case Study from a Lead User Perspective

Maja Novak, Diandra Charis Dieks

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2017

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Upstream Supply Chain Risk Management for Strategic Sourcing - A Case-study at Novo Nordisk A/S

Zehui Chen

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2017

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Supply Base Reduction combined with Supplier Selection and Total Cost of Ownership at MAN Diesel & Turbo

Josephine Thornberg Bergholt

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2016

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Research on print on demand as an alternative to print media in the digital era

Elena Angelova Savova, Vishal Shah, Imran Ali

Operations and Innovation Management, Master, (Master Programme) 4. term, 2016

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WORK IN NYC

Cecilia Milora

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2016

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A Need for Joint Action? A Case Study of the Animation Cluster of Viborg

Stine Juul

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2015

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MobilePay, Open Innovation and user integration

Mette Kirstine Hjorth

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2015

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Big Data, Big Challenges? The barriers and possibilities of adopting big data tools on the current Danish television production industry

Kornelia Petra Kiss

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2015

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What about Collaboration? Barriers to user innovation in the contemporary Danish television production industry

Lucas Frederik Aresin

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2015

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From Initiative to Outcome : Causal Analysis of Growth in European Animation

Jeppe Gade Hvirvelkær

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2014

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The Dynamics in Offshoring : A firm-level study of the European Film Industry

Mikkel Skov Petersen

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 4. term, 2014

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***Supervised the following semester projects (1. and 2. Semester projects, masters level) since 2013***

A case study on Nordisk Film Games' partner selection process and the role of critical success factors  
Rose Adel Brunbech (rbrunb16@student.aau.dk), Lærke Heller Wohlfahrt (lwohlf15@student.aau.dk), Simon Olsen (solsen16@student.aau.dk), Eliz Elif Erdem (eerdem16@student.aau.dk)  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2017

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Innovation in the public sector - A case study on DR  
Joakim Bøgh, Christian Mike Rusterholz, Caroline Maria Christina Weimann, Karoline Dorte Jacobsen Isaksen, Julie Arnoldsen Ahrenkiel  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2017

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EXPLOITATION VS. EXPLORATION - A Case Study Examining the Challenges Within the Front End Innovation Process of Komfo  
Signe Anderberg, Petra Kostelanska, Giuseppe Lanzafame, Mikas Stankevicius, Anne-Cecilie Gernyx, Simone Kjærulf Villadsen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2017

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Knowledge Management System: A Behavioural Operations Perspective  
Rasmus Alexander Krzesinski, Hala Sabir  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2016

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Open Business Models In Small Companies: Opportunities And Barriers - A Case Study at The Copenhagen Post  
Radostin Plamenov Dimitrov, Torben Karall, Liga Karklina, Kristina Nikolova, Kasper Nielsen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2014

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Integration of adoption factors and customer input in product development: How should customer input be integrated in product development in order to increase adoption of mobile payment service in under banked economies?  
Anastasia Gargalic  
Operations and Innovation Management, Master, (Master Programme) 4. term, 2002

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Towards the digital sweet spot - From physical to digital experience in the experience economy 2.0: The case of CPH:DOX  
Oskar Stokholm Østergaard, Marta Hortelano Argüelles, Lucia Buchner  
Operations and Innovation Management, Master, (Master Programme) 2. term, 2016

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Research of the knowledge sharing internally at Iron Fortress: Research of the knowledge sharing internally at Iron Fortress  
Shuai Shao  
Operations and Innovation Management, Master, (Master Programme) 2. term, 2016

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INVISIO  
Daniel Vest Stenkjær, Esben Sloth Andersen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2016

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INNOVATION FOR THE SAKE OF INNOVATION. A case study on user involvement in content creation  
Barbora Mácsová, Michaela Gal'ová  
Operations and Innovation Management, Master, (Master Programme) 2. term, 2016

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Supplier-driven Innovation for INVISIO  
Zehui Chen, Nikola Polcerova  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2016

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Organizational Ambidexterity in the Creative Industry: A comparative case study of IBM and DR and the balancing of exploration and exploitation  
Alexander Holst Thomasen, Diandra Charis Dieks, Maja Novak, Mikkel Colbe Nielsen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2016

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Change Management in DR  
Jeppe Gade Hvirvelkær, Silja Winthereig, Raymond Christian Ortiz, Jens Christian Balling  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2013

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Hide and tweet? A case study on complexity in a creative-microcluster

Oskar Stokholm Østergaard, Lucia Buchner, Barbora Mácsová, Marta Hortelano Argüelles  
Operations and Innovation Management, Master, (Master Programme) 1. term, 2015  
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Insights on a Digital Case Competition Framework  
Christoffer Mathias Kollander Noreng  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2015  
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Crucial internal and external linkages in the innovation process of MobilePay  
Estela Esteve Artola, Ina Bilic, Jolanta Norbutaite  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2015  
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Transformative Innovation in Copenhagen Airports  
Kasper Pedersen Lind, Pernille Køster Lasthein, Victor Green  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2015  
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A Digital Case Competition framework  
Christoffer Mathias Kollander Noreng  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2015  
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Big Data Analysis  
Airi Reidi, Mette Lindhardt Nord, Anastasia Gargalic, Nanna Knudsen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2015  
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Special Stories - An open innovation case study  
Frankie Neville Gary Harvey, Mette Lindhardt Nord, Nanna Knudsen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 1. term, 2014  
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Barriers of Open Innovation in the Danish Film Industry  
Liga Karklina, Attia Younis, Anastasia Gargalic, Airi Reidi, Tambwe Ferej Tumba, Evija Silina  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 1. term, 2014  
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Volvo Car Group Exploiting business opportunities in China  
Neli Sevilova Sevilova, Lucia Partikova, Tatiana Nikolaevna Nadyseva, Sandra Sereikaite, Stefan Riis Pedersen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2013  
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Playing with Your Skills: Using SME's Resources to Sustain Competitive Advantage through Diversification  
Monika Agata Michael, Sondra Lynell Duckert, Elena-Andreea Manole, Piotr Sulak, Iuliana-Ioana Vlaicu  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2013  
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Bragi  
Rune Rosborg Johansen, Jonas Møller Thomsen, Celia Sofie Sandell Madsen, Camilla Maria Saabye Krog, Mette Kirstine Hjorth, René Boendorf Lauridsen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2014  
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The Influence of Mobile Applications on Shopping Experience: Flautin App Case  
Martina Schiavon, Joanna Mocek, Filip Valentinov Panov, Bohumil Pokstefl, Hristina Todorova Georgieva, Xiaoyan Zhang  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2014  
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Branding Kick'in Through: A case study based on three indie-companies within the Danish gaming industry  
Anna Risgaard Dahl, Cecilia Milora, Jonas Møller Thomsen, Rune Rosborg Johansen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 1. term, 2013  
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Spilhuset - a case study of a Danish micro-cluster  
Simon Frank Påskesen, Bhim Bahadur Darlami, Peter Michael Schindler, Nana Kaa Pedersen, Thomas Andersen  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 1. term, 2013  
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Trends as Drivers for Innovating the Cinema Industry: Combining the Theories of Lead Users and The Experience Economy  
Sophie Malene Jørgensen, Radostin Plamenov Dimitrov, Marietta Wasilewska, Tatiana Aleksandra Kubica  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 1. term, 2013  
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Playing the game right: An industry level analysis of outsourcing within the Danish video game industry  
Sheila Seah Hansen, Julia Zrazhevskaja Gelting, Piotr Sulak  
Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 1. term, 2012  
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Strategic development in the Danish media industry: How a differentiation strategy can help a company develop and reach new markets

Lavinia Achah Assom

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2013

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YouSee Case Study on Internet TV and Data Management: Managing Technological Convergence

Nadya Eyðunsdóttir Joensen, Julia Zrazhevskaja Gelting, Mads Lægsgaard Jørgensen, Sophie Malene Jørgensen, Jeffrey Andrew Christensen

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2013

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Free Digital Content and Competitive Advantages : IBYEN Case Study

Hari Krishna Gurung, Mengqin Dai, Nikram Ghale

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2013

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iBYEN: THE CHALLENGE OF CHANGING

Nikram Ghale, Gunnar Isholm Simonsen, Mengqin Dai, Hari Krishna Gurung, Mohan Shrestha

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 2. term, 2013

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***Supervised the following 3. Semester project since 2013***

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Business model development for a small news publisher]

Kristina Nikolova

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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Jylland Posten case study on User Generated Content

Rajesh Kc Khatri

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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#ConnectMe: Encouraging collaboration in IBM SWG DK

Thomas Andersen

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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Business Model Innovation for a niche newspaper publisher: Open business model and open innovation in a small newspaper

Kristina Nikolova

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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A framework for understanding analytics and big data implementation in media companies

Dimitrios Gkiokas

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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A user research strategy for the mobile app company Two Popes

Katharina Lindby Andersen

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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Lion&Lion Malaysia - Internship Report

Radostin Plamenov Dimitrov

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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Diffusion of Innovations: the case of a technical product based on a photo survey mobile application

Estela Esteve Artola

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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The Danish app industry – possible benefits of open innovation in an app context

Katharina Lindby Andersen

Operations and Innovation Management (cand.scient.techn), Master, (Master Programme) 3. term, 2015

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**International cooperation in teaching**

- Lecturing at LSE. Receiving highly positive feedback from this globally leading university.
- Lecturing at AUST, Dhaka, on open innovation, highly positive feedback

**Activities at Ph.D. level**

- Currently supervising:

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- Abdul Latif, project theme on engagement among managers and employees in OHS and productivity issues among suppliers.

- *Developed new PhD course:*

- 2016 Organized a 6 days PhD course on lean within and across firm boundaries, with special attention on the implications for harvesting synergies between OHS and productivity.

- 2018 Organized PhD course in advanced econometrics.

- 2019, Teaching Phd course on Innovation, HH in Sweden.

- *Previous activities*

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- 2014 (November) Chair at PhD committee at AAU, theme was safety in companies, Linda Drupsteen-Sint
- 2013, Chair of PhD committee at AAU. PHD candidate Yan Yang, theme was sustainable innovations in China.
- 2010-2013 Supervising Nis Høyrup Christensen, PhD on institutions, institutional entrepreneurs and sustainability (co-supervisor), enrolled at CBS. Defended 2013.
- 2012: Member of PhD evaluation committee for PhD students at RUC.
- 2003: Assisted Professor B-Å Lundvall in establishing the PhD school in innovation systems in developing countries, Globelics Academy, (see www.globelics.org)

#### **Other teaching activities**

2008	Contextual strategy, bachelors level, Danish, CBS (HA almen)
2006-07	Science and technology studies, ESST, master's level, English, Circle, Lund University
2005	International economics and competitiveness, bachelors level, Danish, CBS (SPRØK)
2005	International economics and competitiveness, bachelors level, Danish, CBS (Asian Studies)
2003-04	Outsourcing across borders, English, CBS, HA/Elective
2003-04	General business economics (erhvervsøkonomi), Danish, CBS (HA communication)
2001	Statistics, Danish, CBS (HA phil)

## **Formal pedagogical training**

Full pedagogical adjunct training at AAU which was assessed highly positive

## **Other activities related to teaching and teaching development**

### **Pedagogical/coordination job functions**

- **Study coordinator** of the M.Sc. in Operations and Innovation Management, Aalborg University, Copenhagen.

Main responsibilities:

- o Quality control
- o Coordination between courses
- o Conducting evaluations, using evaluations,
- o Giving feedback to teachers
- o Communicate progress and problem solving to students and study board
- o Allocate supervisors
- o Ensure availability of the needed material for the students
- o Be able to solve their problems.

- **Semester coordinator** of the 1<sup>st</sup> semester, M.Sc. in OIM.

- **Semester coordinator** of the 2<sup>nd</sup> semester, M.Sc. in OIM.

- **Semester coordinator** of the 3<sup>rd</sup> semester, M.Sc. in OIM.

- **Semester coordinator** of the 4. Semester, M.sc, in OIM

- *(This is for both our specializations, currently is it not settled if Ander P Nielsen takes the responsibility of one of the semesters on the Global Management education)*

**Course Coordinator of Configuring global business systems, Media Management, meso, Media Management, micro.**