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Pedagogical Idea

Most of my teaching has been oriented towards Master of Science and doctoral levels. My leitmotif has therefore always been to provide research based teaching to the highest level. My personal belief in terms of pedagogical approach has always been based on a solid foundation of knowledge combined with a superstructure of enthusiasm and eagerness to communicate insights, problems, questions, riddles. From my own studies, I remember the fabulous pedagogical effect of enthusiastic teachers preparing me surprising and different perspectives on issues I thought I knew well. This feeling of generating curiosity about the complexity of social life remains to this day my own guiding light. Based on this foundational experience, I have tried through various tools of dialogue, reflexivity and group work to engage the students in discovering new worlds. Based on Morin's anthropology of knowledge, I consider knowledge as a dialogical process between comprehension and explanation. As such, it is for me important to generate both a strong foundation of explanatory theoretical tools and a deep, comprehensive insight into the social context on which the explanatory tools are applied. Consequently, it is crucial to know the strength of theory but also the limitations in terms of the diversity of social worlds in which they are applied.

Teaching Experiences

I have been a teacher and contributed to the development of a number courses centred around consumption processes, marketing in a cultural or cross-cultural context, qualitative market research and globalization processes. Below I provide an extensive list of the most important courses that IO have developed, taught, and co-taught at institutions in Denmark, Sweden, USA, France and Turkey. I have supervised countless bachelor projects, master level seminars, and master's thesis and have been the supervisor of ten completed doctoral dissertations. I have taught and guest lectured at universities in Denmark, Norway, Sweden, Finland, England, Scotland, Poland, Netherlands, Belgium, France, Portugal, Turkey, Ghana, Tanzania, USA, Brazil and Mexico

Teaching Experience - Undergraduate (BSc)

- Principles of marketing
- Consumer behaviour (course responsible)
- Cross-cultural marketing (course responsible)
- Philosophy of science (course responsible)

Teaching Experience - Graduate (MSc)

- Life Style Research
- Cross Cultural Communication
- Qualitative Marketing Research
- Advanced Qualitative Marketing Research (course responsible)
- Consumer Research (course responsible)
- Globalization Processes (course designer and course responsible)
- Marketing and Culture (course responsible)
- Marketing Theory (course responsible)
- Issues in Global Development (course designer and course responsible)

Teaching Experience - Professional Master Degrees (MBA etc.)

- Master of Experience Economy Management, Roskilde University
 - o Consumer culture
- Master of Public Management, University of Southern Denmark
 - o Market orientation and communication
- Master of Business Administration, University of Southern Denmark
 - o Brands as market relations

Teaching Experience - Postgraduate Level (PhD)

- Initiator and leader of the European Doctoral School of Consumer Culture Theorizing, a network of doctoral seminars held at University of Southern Denmark, Bilkent University, Ankara, University of Lille II and University of London Royal Holloway.
 - Course responsible for the seminar "Consumption Theory: A Canon of Classics"
- Qualitative Research Methods
- Consumer Research
- Consumption Theory
- Doctoral seminars in relation to Association for Consumer Research and Consumer Culture Theory conferences

Examples of Master thesis supervision

- United Colors of Benetton 1984-2000 - An Iconic Brand?
- Youth Consumer Culture in Cairo: An Interplay Between the Local and the Global
- Self_Realization – The Self-Identity as Life project in Modern Society
- Analysis of Consumer Behaviour and Microcultures within Consumption of Alternative Medicine in Denmark
- Intercultural Communication Between the Danish and Indian Corporate Dynamics - Using FL Smidth as an Example
- Female Consumers' Experience of Lipophobia
- E-branding in a Consumer Culture Perspective
- The Late Modern City and Spaces of Competition
- Finnishness as a Marketplace Mythology

Selected doctoral dissertations supervised

- In Pursuit of Ugliness – Fashion in the Era After Good taste
- Design of the Retail-Entertainment Complex. Marketing, Space and the Mall of America
- Consumers and Mixed Brands. On the Polysemy of Brand Meaning
- Consumption and the Global Youth Segment. Peripheral Positions, Central Immersion
- What's Eating the Eater? Perspectives on Everyday Anxiety of Food Consumption in Late Modernity
- Consumption Practices of Transmigrants: A Multi-Sited Ethnographic Study of Turkish Immigrants in Denmark
- Interweavings. A Cultural Phenomenology of Everyday Consumption and Social Atmosphere within Danish Middle-Class Families
- Training Relations – Horses, Leadership and Proper Sociality in the Danish Neoliberal Welfare Society
- Everyday Practices of Primary Healthcare: A Consumer Perspective on Tactics and Empowerment

Formal pedagogical competences

1983. Course, Odense University: Didactics of Social Science
2016. Cambridge "Teaching in English" Evaluation, level C2

Plan for developing pedagogical competences

Student evaluations of my teaching are generally in the range between good and very good. I have always undertaken new courses with great enthusiasm and in a constructive spirit. I therefore currently see no need to expand my pedagogical or teaching competences