

## **Elke Weik - Teaching Portfolio**

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### **My philosophy**

My understanding of university education and my role as teacher is based on the 800 year old tradition of the university as an autonomous peer-governed professional body as well as on Humboldt's ideas for a modern university. I therefore consider universities to provide an integrated, reflective and analytic education based on humanistic values. This stands in explicit contrast to providing vocational "skills" training and/or providing a commodified service to customers. The contemporary necessity of university education arises from the need to educate young people so that they are able to participate as responsible citizens in social democratic states and shape their future. This includes, in particular, resisting economic totalitarianism in which everything is reduced to utility, commodity, managing and unquestioned functioning. (That my subject area plays a special role in this, and therefore carries a special responsibility, is obvious.) I want my students to gain a broad, contextual understanding of complex matters with the help of advanced theories as well as develop analytical skills and a state-of-the-art knowledge of facts and academic tools. To this end, I want them to engage critically with authors and theories so as to be able to interpret and apply them as the situation arises.

### **My methods**

If student numbers allow, I prefer to work with original sources and guide students through the texts with a number of questions. The understanding thus gained is applied and checked through group and plenary discussions as well as individual presentations or poster sessions. The questions and the discussions are adapted to the respective level of studies.

At Master level, my aim is to give students, in addition, an insight into the vagaries of the research process by introducing them to new and untested or disputed theories so that they can develop their academic judgment further. This requires rather intensive small group discussions.

Preparing a sizeable coherent text in the form of a seminar paper or thesis is the ultimate test of a student's academic capability. If circumstances allow, however, I prefer this text to be written prior to or during the teaching period so that it can be developed and discussed rather than written and forgotten.

For teaching large numbers of students with limited resources there is little choice but to resort to lectures. I try, however, to intersperse them with smaller group discussions or Q&A sessions.

The potential of e-learning devices has, in my view, unfortunately been squandered to create edutainment features that make academic teaching shallow and/or inefficient. It also tends to cater to students with an extremely short attention span, giving them the illusion of achievement when actually they have hardly scratched the surface. Unsurprisingly, like many fads, it constitutes, on an institutional scale a baffling waste of resources without any pedagogic gain. Its sole justification is the need of the institution to be considered "modern".

That said, e-learning can, in my experience, be employed to good effect. This is particularly the case with distance learning or situations when timetables are difficult to match. E-lectures and webinars can be effective given a decent and resourceful technical platform. E-learning can also be used to provide preparatory materials. To what extent these should be visual rather than textual needs to be considered with regard to their potential (or lack thereof) to support a reflexive distance.

Finally, I particularly enjoy trans-disciplinary teaching occasions (though rare). They provide students with the opportunity to look beyond their subject and draw connections with other fields of study. It also prevents them from taking their own study area's assumptions and procedures for granted.

## **Teaching Experience**

### **Undervisning og vejledning**

#### **Aspects of Contradiction and Agency in HR Analytics**

Weik, E. & Roth-Kirkegaard, C. S.  
01/02/2019 → 02/09/2022

**Bachelor projects**

Weik, E.  
02/09/2019 → ...

**Consumer behaviour**

Weik, E.  
02/04/2020 → 08/05/2020

**Critical Perspectives on Management**

Weik, E.  
27/01/2014 → 30/06/2017

**Foundations of Management**

Weik, E.  
03/10/2016 → 27/01/2017

**HRM, Organisational Development and Communication**

01/09/2020 → 31/01/2023

**HRM, Organizational Development and Organizational Communication**

Weik, E.  
01/09/2021 → 31/01/2023

**Internship reports**

Weik, E.  
01/09/2019 → ...

**Internship reports**

Weik, E.  
02/09/2019 → ...

**Marketing and Strategic Communication**

Weik, E.  
03/02/2020 → 15/05/2020

**Marketing and Strategic Communication**

Askegaard, S. T.  
01/02/2019 → 31/08/2020

**Organisational Teamwork and Communication**

Weik, E.  
25/01/2010 → 27/01/2010

### **Organizational Change and Development**

Weik, E.  
29/01/2008 → 27/01/2012

### **Organization and Theory of Science**

Weik, E.  
03/09/2018 → 20/12/2018

### **Principles of Management**

Weik, E.  
02/09/2019 → 13/12/2019

### **Principles of Management**

Weik, E.  
01/09/2020 → 31/01/2021

### **Principles of Management**

Weik, E.  
01/09/2022 → 31/01/2023

### **Principles of Management**

Weik, E. & Albu, O. B.  
01/09/2018 → 31/01/2022

### **Semester Theme 2**

Elo, M. & Weik, E.  
03/02/2020 → 26/06/2020

### **Semester Theme 2**

01/02/2020 → 31/08/2021

### **Seminar in Business Economics - 10 ECTS**

Weik, E.  
01/02/2019 → 31/08/2023

### **Seminar theses**

Weik, E.  
01/02/2019 → ...

### **Teaching portfolio**

Weik, E.  
25/10/2022 → ...

### **The Future of Work**

Weik, E.  
28/01/2008 → 28/06/2008

### **The Living Experience of Emotions and Workplace Learning: A Relational View**

Weik, E.  
02/04/2012 → 02/04/2014

### **Theses in BA Management Studies**

Weik, E.  
28/04/2008 → 30/09/2017

### **Theses in MA Management**

Weik, E.  
28/04/2008 → 30/09/2017

### **Theses in MA Management, Accounting and Finance**

Weik, E.  
28/04/2008 → 30/09/2017

### **Women Managers' Careers in a Chinese Commercial Bank**

Weik, E.  
01/05/2015 → 30/06/2017

### **Teaching at TU Chemnitz**

SS 1993 Communication training  
SBWL Seminar  
ABWL Seminar  
Exam colloquium  
WS 1993/94 SBWL Seminar  
Exam colloquium  
Rhetoric training  
SS 1994 SBWL Seminar  
Exam colloquium  
Communication training  
WS 1994/95 Exam colloquium  
Rhetoric training  
SS 1995 SBWL Seminar  
Exam colloquium  
Communication training  
Lecture "Organisationstheorien"  
WS 1995/96 Exam colloquium  
SS 1996 SBWL Seminar  
Exam colloquium  
Communication training  
Lecture "Organisationstheorien"  
WS 1996/97 Exam colloquium  
Diplomarbeitskolloquium  
SS 1997 SBWL Seminar  
Exam colloquium  
Communication training  
Assessment Center Training  
Diplomarbeitskolloquium  
Lecture and tutorial "Moderne Organisationstheorien"  
WS 1997/98 Exam colloquium  
Diplomarbeitskolloquium

SS 1998SBWL Seminar  
 Exam colloquium  
 Communication training  
 Diplomarbeitskolloquium  
 Lecture and tutorial "Moderne Organisationstheorien"  
 Kurs „Einführung in die Wissenschaftstheorie“  
 WS 1998/99Exam colloquium  
 Diplomarbeitskolloquium  
 SS 1999SBWL Seminar  
 Lecture "Moderne Organisationstheorien"  
 Exam colloquium  
 Lecture „Organisationsstrukturen und –management“  
 WS 2001/02  
 Lecture "Klassische Organisationstheorien"  
 Lecture „General Management“  
 Tutorial „Einführung in das wissenschaftliche Arbeiten“  
 SS 2002  
 SBWL Seminar  
 Lecture "Moderne Organisationstheorien"  
 WS 2002/03  
 Lecture "Klassische Organisationstheorien"  
 Lecture „General Management“  
 SS 2005  
 Basic course Organisationstheorie  
 Course "Talcott Parsons"  
 Course "Wissenschaftliches Schreiben"  
 WS 2005/06  
 Seminar „Institutionensoziologie“  
 Case study "Harvard Business Manager"  
 Case study Organisationstheorie/-forschung  
 SS 2006Basic course Organisationstheorie  
 Course"Komplexitätstheorie"  
 Course"Wissenschaftliches Schreiben"  
 WS 2006/07Course"International Organization Studies"  
 Case study"Harvard Business Manager"  
 Lecture „General Management“  
 Role play Soziale Kompetenz

#### **Topics of the seminars I have organized in the Special Business Administration Organization (Diploma graduate)**

SS 1996Anthony Giddens: Die Konstitution der Gesellschaft  
 SS 1997Macht und Organisation  
 SS 1998Postmoderne Organisationen und Organisationstheorien  
 SS 1999Kommunikation in Organisationen (zusammen mit Professur Germanistik)  
 SS 2002Struktur und Handeln in der Organisationstheorie  
 SS 2005Talcott Parsons  
 WS 05/06Institutionensoziologie  
 SS 2006Komplexitätstheorie  
 WS 06/07Ausgewählte Aufsätze der Organisationstheorie

#### **Teaching as a guest lecturer**

Mar. 2001NTNU Trondheim, Norwegen  
 -Lecture „Systems Theory“  
 -Lecture „Phenomenology“  
 Sept. 2005Universität Linköping, Schweden  
 -Lecture „The influence of national cultures on organizational culture“  
 -Lecture "Images of Organization"  
 Sept. 2006Universität Linköping, Schweden  
 -Lecture „Structural Organization Theory“  
 -Lecture "Organizational Economics Theory"

#### **Teaching evaluation 2009/10 und 2014/15**

In my two courses 66% of students gave the teaching the rate of „very good“ or „good“ „Sehr gut“ oder „Gut“ (on a 5 point scale). Statements with a high frequency were:

"The module was interesting."  
 "The module was comprehensible."  
 "The lecturer was helpful in dealing with students' questions."

## **Pedagogical competence**

I received my Venia Legendi in 2009 after a successful habilitation. During my years of teaching I have applied a reflective approach learning and gaining inspiration from sparring with colleagues and taking my student feedback into consideration when evaluating the courses, I teach to constantly improve my teaching.