

Teaching Portfolio

Basic teaching philosophy

The overall aim of my teaching is to empower students to be reflexive thinkers that are able to develop an independent, fresh, and critical perspective on problems and opportunities they encounter. Growing into a reflexive and critical thinker entails navigating and juxtaposing alternative views, approaching problems systematically and from several sides, and understanding the limits and presuppositions of a particular approach. I see the university as a unique place in society where such deep reflection guided by theories and academic methodologies remains possible. While university teaching must be responsive to society and its problems, it must also resist being overtaken by short-sighted demands from other parts of society such as business or politics. As a teacher, I seek to carve out an intellectual space that enables students of all backgrounds to gain academic reflexivity and rigor. Influenced by my own specialization in sociological practice theory and ethnomethodology (which have been applied to research on university teaching and learning), I see learning and understanding as intellectual practices that do not just happen in the abstract space of the mind, but are situated, embodied, materiality, and often interactively accomplishments. Learning and understanding manifest in practical ways, such as explaining, writing notes, discussing, drawing mind maps, highlighting text, observing and documenting. This leads me to pay careful attention to the various media, materials, formats and settings I expose my students to. I believe that variety is important, both to cater to the different strengths and needs of students, and to challenge each one of them from time to time through material that is demanding for him or her. I use videos and podcasts, texts of different types and origins, group discussions and individual tasks, jokes and memes from social media and difficult original research texts. I ask students to write by hand, speak in their own words, and compose very short summaries but also longer essays. In methodology courses, I rely heavily on practical exercises and like to take the class out into 'the field' by observing social interaction first-hand, for example in a nearby shopping mall. To be sure, this variety of formats and materials needs to be chosen carefully and adapted to the task at hand; and the teacher needs to ensure that students possess the underlying practical academic skills.

My research expertise and teaching experience center on social theory and methodology. Both high-level theory and scientific methods offer students a particular (often non-traditional or counter-intuitive) way of approaching a given problem. But this implies that students need to gain sufficient understanding of the theory or method before they can apply them to a case, reflect on their merit, or compare them with their personal experience. For this reason, class discussions or practical exercises should often be only the second or third step in a learning cycle, if complex theories and methods are the learning goal. Before they can engage in them, students must first grasp the intellectual tool they can then reflect on. If the subject and class size require it, 'classic' lecturing therefore plays a central role in my teaching, especially on master level. I contest the view that an engaging, energetic, well-structured and well-paced lecture that draws on rich examples, storytelling, and solid rhetoric does not facilitate active learning – if students are actively listening and taking notes. To ensure listening and note taking, I take a range of measures (see section on Teaching Materials); and I embed lectures into carefully selected readings, well-designed repetition exercises, discussions or exercises for reflection, and contextualization in terms of current events, popular culture, or personal opinions. My teaching experience of course also includes a number of smaller group seminars where group discussion and peer coaching can take center stage. There is no doubt that this style of teaching and learning is often effective, adequate and rewarding. But I do not think it is always feasible and most productive, and I see my particular strength as a teacher in successfully dealing with situations that do not afford seminar-style teaching (e.g. because of content or class size). I believe that the learning outcomes of my students (as my colleagues and co-examiners will attest) and my class evaluations show that well designed and executed lectures can be as effective and engaging as small seminars.

Formal pedagogical education

I have completed the Lecturer Training Programme at SDU in 2013, which covered all key aspects of university pedagogics as well as supervision and peer-feedback activities. (App. 1)

My capacity for teaching in English has been assessed and found to be on the highest level of proficiency C2 (App. 3).

Teaching experience

Sociology of Culture, undergraduate, Department of Sociology, University of Constance, GER, Summer 2008

Introduction to Philosophy of Science and Academic Learning and Writing, undergraduate, Centre for Didactics in Higher Education, University of St. Gallen, CH, Fall 2008 and Fall 2009

Qualitative Research Methods, undergraduate, Department of Sociology, University of Constance, GER, Winter 2008/2009

Where the action is – The sociology of lifestyle sport, undergraduate, Department of Sociology, University of Constance, GER, Spring/Summer 2010

Sociology 209 Consumer Culture and Advertising, undergraduate, Department of Sociology, Lancaster University, UK, Lent term and Michaelmas term 2010/11

Market and Communication Analysis, undergraduate, Department of Marketing and Management, University of Southern Denmark, DK, Spring 2012

Marketing Theory, master, Department of Marketing and Management, University of Southern Denmark, DK, Fall 2012 - Fall 2023

Market Ethnography/Market and Communication Ethnography, master, Department of Marketing and Management, University of Southern Denmark, DK, Spring 2016,-2023

Qualitative Research Methods 2: Ethnography, PhD school, Department of Management, Innsbruck University, Fall/Winter 2016/2017

Sociology of Consumption and Marketing, elective for PhD, graduate and undergraduate students, Department of

Sociology, University of Chicago, Winter 2018

Tests and exams

Examination experience

I have administered and graded the following forms of examination:

- individual written exam, essay format
- individual written exam, multiple choice format
- individual written exam, essay format
- individual term paper
- reading response paper
- individual presentation in class
- individual oral examination (with/without open book preparation)
- group term paper, based on an empirical project
- group presentation, based on an empirical project
- group presentation, based on reading
- individual term paper based on research project design
- peer feedback exercises through e-learning platform
- class wiki

Master thesis supervision

I have supervised 93 master theses on a broad range of topics in marketing and consumer behavior, including several theses written with major companies such as Daimler or Ramboll. All master theses were concluded by oral defenses. In three cases, I was able to guide students to produce scientific knowledge on such a high level that their results were accepted and presented at peer-reviewed research conferences (Consumer Culture Theory conference, and EIASIM Workshop on Interpretative Consumer Research).

Teaching methods:

I have experience in the following teaching formats:

- lectures (30-200 students), including class discussions and group activities
- seminars (5-25 students): recapitulating lectures, discussing texts, solving exercises
- practical workshops and field excursions (10-35 students), for example research methods
- e-learning: peer-feedback exercises, class wiki, flipped classroom
- distant learning: workshops and supervision administered via video conference tools
- 1-on-1 supervisions of bachelor theses, master theses, traineeship reports, and long papers
- group supervisions of empirical research projects
- PhD seminars designed to support existing research projects

Study program development

Since 2021, I am the Head of Study for all MSc in Business programs at SDU Business School and oversee strategic development, quality assurance, examinations, teaching activities, as well as communication and outreach in a central coordinating position in collaboration with the Study Board, Departments, and Faculty Management.

From 2013 to 2021, I was the Profile Responsible for the Brand Management and Marketing Communication profile as well as the Marketing, Globalization and Culture profile in the Cand. Merc. (M.Sc.) in Economics and Business Administration at SDU. In this capacity I was responsible for coordinating and developing the overall academic content of the study program in close collaboration. During my tenure, the study profiles have been significantly revised and developed and grew significantly in size.