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Approach to teaching and pedagogical views

I started my interest to teaching and pedagogy as the “test participant” of my teacher mother and her research team that were developing the famous Finnish peruskoulu system and introducing and testing elements of creativity and skills. I spend considerable free time in the afternoon “kerho” classes of my mother and was supporting her already in a young age while observing the practices and situations in these very mixed groups. This emic view molded my way of looking at teaching as a calling and profession, but particularly its impact and results.

My pedagogical values and beliefs build strongly on the joy of learning while employing principles of fairness, equality, equity, inclusion, participation and intrinsic motivation. I believe in untapping and employing talent and empowering students in shaping their own learning paths when developing individual capacity. This requires some flexibility in approaching learning as a phenomenon that is not a “standardized DIN process” but needs organizational attention. For example, Asian students have a very different cultural approach to teachers than Danes and need special attention for engaging in the ways of interacting. Furthermore, developing one’s capacity through learning does not happen alone- in vacuum-, it has a collective element, an element of togetherness and context. This suggests that the joy of learning can be organizationally orchestrated, shared and co-created when we have identified common points of interest.

As we face grand challenges globally (e.g. Mamatova, Ibrokhimov & Dewulf, 2016), we need to address those by developing appropriate mindsets to tackle them and bring more clarity to the reasons “why” one is studying in the first place (Aggarwal, 2011). This is, for example, a reason that links to an overall human concern. I use this positive message that we can act together when addressing issues such as transboundary challenges at the LUT course, which alleviates the anxiety and fosters capacity. Indeed, development of learning portfolios pathways calls for diverse and flexible elements in line with the UN SDGs (see more in <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>), hence, implicitly and explicitly I try to embed these goals and principles in teaching activities and find that these goals assist in creating purpose (Ferns, 2019; Leicht, Heiss & Byun, 2018). This purpose can be explicated by asking students in the class about the problems their countries and organizations face and discussing those reflecting theories and models, for example, from strategic management, organization or policymaking.

In an ideal course, the teacher can plan the course and design its components. In collaborative teaching the teacher’s role is limited to the module or particular class and it is more difficult to coordinate the whole when reduced to a subcontractor-role as an educator. When sole owner of the course, I first design the basic idea of the course, its deliverables in terms of learning goals, skills and competences, then I break these into theory-practice-policy blocks in terms of materials. The pedagogy follows this logic and serves each purpose, this could be e.g. a guest lecture on innovation and paradigm change from industry combined with an exercise that reflects designated readings and ends up with a class-room debate on the ways to tackle the paradigm change related challenges and requirements in a more holistic manner. I design a mix of materials and approaches. If allowed, I try to create a combination of individual and group assignments or examinations for the assessment of the course that build on at least two different types of deliverables (e.g. group work with an assignment and presentation combined with a multiple choice test to control for individual reading and understanding) to accommodate different learning types and reduce stress related to one-off examination.

Pedagogical approaches need to accommodate individual differences, temperament, special needs and different interests that often create challenges for teaching and learning (Keltinkangas-Järvinen, 2006a). Hence, the teacher needs to be sensitive in the way how the pedagogic approaches and instruments are employed. The instruments to motivate learning need to match with the contextual setting and this sense of purpose and direction and may employ different levels of immersion to the themes (Baumann-Pauly, 2018). Moreover, my experiences from different countries, classes and study programs suggest that learning and teaching require and generate bi-directional interactions. In the optimal case, the teacher is evolving and growing with the class and elevating the experiences of all together, instead of being a hierarchical authority that lacks openness (e.g. Stingu, 2012; Chen et al., 2020). It is utmost important that all students become aware that they have agency and ability to act, here, appropriate methods and teaching approaches assist them to learn, explore and understand those leverage points that are relevant for them with tackling those grand or less grand challenges that we need to manage and govern (Meadows, 1999). Reflecting such “how”-questions in management provides orientation that is needed for developing the right skills and competences for the transformations that the purposes call for (Rieckmann, 2018). In short, the why and the how need to be connected for clarity in teaching.

The tools used for teaching are multiple and learning is a process happening also beyond the classroom, in diverse contexts. Therefore, the teacher has a central role if creating a landscape and a map for learning while providing adequate tools and instruments that fulfill the outcome requirements described in the curriculum and course description. This process needs to be particularly clear, inclusive and inviting, a bit like IKEA strategy that nobody leaves empty-handed. I try to incorporate sets of pedagogic practices to match different characteristics and learning types (see e.g. Keltinkangas-Järvinen, 2006a) while planning the ways to achieve the learning goals of the course. I see learning as an activity that aims at developing useable and valuable skills and competences, not only theoretical knowledge, but also critical thinking and assessment. In the teaching context, both individual and group-based exercises and tasks combined with suitable learning materials allow students to engage and employ their resources in a multi-sided manner while catering a menu of learning approaches for each personality (Slavin, 2014). Group work provides a suitable instrument for a) exercising EDI

practices, b) collaborative learning, c) knowledge sharing, d) talent matching and e) developing people-skills, managing oneself and the others for a purpose (e.g. Slavin, 2014). Regarding the tools used, a set of instruments for teaching is needed as there is no one size fits all. For example, it is fundamental to include video elements and visuals and not build on readings only to include people with reading difficulties, dyslexia or other impairments. This also motivates those contemporary students who are used to digital media settings and find it challenging to tackle reading materials. In mixing media contents, each type of student can find some easy to enter-modules to learning. I use digital tools in combination with "old-fashioned togetherness", for example, I use tools such as PeerGrade or Teams to ensure that each group interacts appropriately with others and learns to interact with others both in person and digitally in a professional manner. I use WhiteBoard for drafting ideas and brainstorming theories on those for visualizing these complex discussions. I also use Zoom to allow for digital visitors and record those sessions that students are likely to return again for checking something important. Zoom chats have been an excellent tool to engage with the less verbal students who can flourish through this medium, so I specifically encourage discussion on all channels and try to become the connector between them, asking them to check out this point and reflect it on the other point, for example, in the hybrid classroom we run at LUT CIIBE course. It works very well while it trains us all to use digital technologies for virtual group work, communication, and dissemination. I have done digital teaching since 2009 and am astonished by its possibilities. I have done fully digital thesis groups at TSE, AALTO and SDU with a very good outcome. For example, TEAMS offers a good instrument to collect materials, presentations, and meetings in one place and create clarity for a messy process. Also Zoom has been an excellent tool for doing group presentations, allowing for chat commenting and polling. This increases engagement and the feeling of fair participation. In fact, the feeling of distance can be higher in a large class than in a well-designed digital environment where most students are already "users". Still, we need to control for different types of students as not all are happy to present in Zoom or Teams, so some pre-warming exercises and informal talks need to be done before asking for real performance elements. I have also asked students to create videoclips for others as an output using digital tools and this has worked nicely, changing the role from a student to an educator seems to empower many students to convey important aspects for others.

The human element in pedagogy is crucial. Communication and "doing together" bring human value and attachment to the curriculum and among the course participants, a valuable everyday life experience that includes, nurtures and demands effort. Teachers need to see and acknowledge the students (easier in smaller classes with 20 people than those with hundreds of students) and offer a "platform" for interactions that is easy to handle, whether that is just corridor talk or using a digital tool for an additional question. Digital tools need to be strategically used for enabling participation. Shifting perspectives from theory to practice further enhance the meaningfulness of studying. I try to integrate external experts, guest lecturers, and visiting students as an enrichment- and as an additional surface of reflection (Feucht, Brownlee & Schraw, 2017). They bring in a natural manner different viewpoints, experiences, and theory angles into discussions and exercises. This can be highly fruitful and motivating, it can also provide internationalization at home and trigger previously unknown points and interests. For example, in collaboration with Robert Bosch Denmark we organized a workshop discussing the challenges of a MNE while applying quadrable helix theory, and developed a problem statement on organizing industry, future talent, and education using a group exercise. This enabled students to perceive clearly that there are multiple levels of organizing such managerial challenges and these demonstrate their effect across different actor types and organizations with very different logics and strategies. This exercise open many new aspects and showed the power of the quadrable helix theory in making sense of a messy problem. In this exercise, like in many others, I ask students to think entrepreneurially, critically and as holistically they can, how can we do something about a challenge? Can you find a solution model, can you find a value creation logic in it and can you see who is your customer? This is important, as not all business is business-to-consumer, we have vast markets in business-to-business, business-to-government and other markets that are less visible in many teaching books. An entrepreneurial thinker will see things others do not see, but also this is a skill that needs to be trained. I try to organize feedback from industry/guest lecturers on these presentations that students carry out based on the problem statement, which shows them the potentials and limitations of their approaches in a different way and typically generate a good feeling of impact and being respected. When students perceive a purpose in a task they are given that relates to real-life contexts, even visiting experts and their problem statements, the process becomes additional value. Student participation in, e.g. case studies and presentations, is meaningful to empower and engage them and train their skills for the work life. When this is valued by the receiving audience and communicated directly, it elevates the joy of learning and the feeling of doing, making an impact. Therefore, I believe in developing interaction and self-efficacy with cross-dissemination and sharing across different actors and stakeholders. The case with Robert Bosch Denmark, for example, triggered multiple follow-up discussions on industrial organization, universities and teaching. Such interaction, even with external partners, is vital for developing more co-creation and a sense of "doing", having a voice. This is an essential ability in the work life and the appreciation of different personalities in this "doing" is outmost important. It is fundamental to incorporate feelings of overcoming challenges, success and participation in different little elements to foster positive learning experiences, self-confidence and the joy of learning (Keltinkangas-Järvinen, 2006b). Entrepreneurship per se is a concept that can well be used in teaching as entrepreneurs also fail and try again, they illustrate resilience and decisiveness in a suitable manner to reflect upon. Students find it often fruitful to play with entrepreneurial scenarios and plans, even if they do not plan to become entrepreneurs. At LUT CIIBE course, I ask students to (migrate and) set up a company and select between Lappeenranta Finland and Kingston Jamaica as the location. This exercise brings very deep considerations up and produces excellent discussions during final presentations. They use a multitude of theories and concepts to figure out what is doable and suitable for their business and end up with often surprising decisions, even for themselves. Through such exercises they also learn about themselves, what kind of talents, aspirations and capabilities they actually have or would like to have. This exercise pulls a majority of their readings into use in this one case, re-looping many previous aspects. Moreover, a good pedagogic approach involves multiple, even repetitive experiences producing loops of learning and touching upon

related issues spirally, as this fosters the “connecting the dots” of the whole (Raisch, Hargrave & Van De Ven, 2018; Tosey, Visser & Saunders 2012). The meta-language used together with coordinated curriculum elements help in looping and connecting different class-elements over the course. Such pinpointing to before, now and next time are important reminders to rethink and reconnect.

As the students are increasingly stressed, disturbed, and disrupted by a variety of other life issues and medias, it is important to support them and develop awareness on their agency, consistency levels and potential (following Grawe’s work on consistency theory). As European experts note: “Attending university can be stressful and involve significant lifestyle changes: adjusting to the demands of a new learning environment, interacting with a diverse range of new people and environments, and (coping with) being away from trusted support networks. Although sixty per cent of students navigate higher education without emotional problems, forty per cent experience mental health issues, and approximately one in five struggles with mental disorders. Manifestations such as binge drinking, eating disorders, and non-suicidal self-injury have steadily increased in recent years, suggesting that public authorities need to take bold action to prevent and treat students’ mental ill-health more effectively.”[1]

How teachers can support is easier said than done, but teachers can at least provide a positive and supportive undertone and not add to the problem by increasing daily uncertainty, stress or negative language. My pedagogical considerations link to the principles of fairness, clarity, plannability, and transparency. As I prefer to nurture the potential and not to focus on the deficits, I build on the ideas of positive organizational scholarship (Dutton, Glynn & Spreitzer, 2008). From migration research, we know that there is enormous potential that may be hidden or invisible, but if not explored and cultivated, it remains as a form of brain waste (Elo, Amann & Täube, 2020). The goals and the pathways of a course should trigger the joy of learning and provide meaningful learning, becoming a value per se. Learning can be experimental and playful, e.g. focus on trying to solve research problems as a hackathon or a kind of game. I wish to create awareness of “fun” in learning and promote aspects such as respect, self-efficacy, analytical and critical thinking. Especially in mixed classrooms, there are different traditions and for some students this might be the first time that they are given “leeway” to rethink. Ability to expand one’s capacity to think is a personal continuous development process and a course is only a part of this journey. In an ideal case, all students and teachers feel they moved a step ahead after a course. This learning can include the need to de-learn and remove earlier barriers in thinking, before re-learning happens, which is a challenge especially in a multicultural international classroom building on very different biographies and regimes (Tripathi, 2016). Re- and up-skilling is becoming more and more important. Hence, I do not wish to focus on the grade only, but ask students to concentrate on learning instead, a new skill can be much more valuable one day than a simple grade.

I consider that we learn “together” while my role additionally pushes students to overcome their demotivation and previous limits. Discovering new things and stepping aside from the convenience zone can be fun and interesting and sharing that with students is part of my role as a teacher. My role as a university teacher involves dimensions of a guide, trainer, educator, moderator and motivator, even that of an infotainer and mentor. I do not believe in deficit and error-detection focus in my area of teaching, believe in opening doors to new things. I see that there is room for actually promoting and selling the idea of a course to the students, especially when the course is mandatory but not perceived as interesting. It is a misleading assumption that all students are interested in the course and learning, therefore, certain efforts for turning around the course dynamics are needed to revise that idea of uninteresting. I expect that after opening the reason “why” for the course, students need to have a reason to study, and willingness to get forward by investing more thoughts and efforts in their learning, each one according to their capabilities and resources. I expect students to develop as human beings and as professionals. It is highly important not to spoil the joy of those who are interested, hence, those who struggle to go forward need to be included in a way that is not destructive for them or for others.

University courses incorporate a complicated set of obligations, contents and goals that create diverse challenges and opportunities per se. A system that strongly builds on voluntary participation instead of punishment or competition underlines the need for motivation and positive guidance. In general, Nordic education offers a lot of positive potential and applies modern approaches. This can be intentionally cherished. I try to make this approach clear and appreciated as it is not a given thing for all students, especially when there are large cultural differences in the classroom. I always try to offer on a side-note information about what to do when things get out of hand and a student experiences problems. Our universities offer counselling and I as a teacher am there to help with the course related issues without any barriers or bureaucracies.

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[1] <https://eua.eu/resources/expert-voices/283-student-mental-health-across-europe-towards-a-public-mental-health-approach.html> Retrieved 6.3.2023

Teaching experience

The current teaching activities relate to supervision of PhD and master students and the following courses at SDU: Comparative business environment, New business establishment, International business strategy, Applied analytics, Global entrepreneurship, Semester theme 2, Globalization and entrepreneurship 2, Globalization and entrepreneurship 3 and Marketing.

As part of the academic collaboration I have co-developed and taught the CIIBE Contemporary issues in international business and entrepreneurship course at Lappeenranta University of Technology, Finland in 2020 and I participated in the Jean Monnet Erasmus Plus project at University of International Business in Kazakhstan in 2019 developing teaching on international entrepreneurship. In 2019 as part of the SDU delegation, we also organized and run a PhD seminar at Shanghai University in China.

Before SDU, I have teaching experience from Germany, Finland, USA, Portugal, China, Kazakhstan, Sweden, Greece and Denmark. I have taught executive and regular students, bachelor, master and PHD students, first year students to mature and part-time students, and classes with local students to international classes with numerous ethnic backgrounds and combinations. My classes have taken place mainly in English but also in German, Finnish and Greek. My class sizes vary from 8 to 225 students and I have taught in both public and private universities.

I have participated in the development of the curriculum at the Global Innovation Management-program at the Turku School of Economics, University of Turku. I was involved in developing e.g. KVS5 Managing International Innovation Development 6 ECTS, KVS54 Special Themes in Innovation Management 2–6 ECTS, KV40 first National Systems of Innovation, later developing Diaspora resources, Innovation and International Business 4 ECTS, KV41 first Organisational culture and cross-culture management, later developing National Culture and Cross-Cultural Management, Perspectives on transnationalism and diaspora 4 ECTS, and co-creating KVS16 Perspectives to the Finnish Innovation System 6 ECTS.

This includes Bachelor and Master thesis supervision and student integration in the “my teacher” system, and a virtual bachelor thesis seminar, and on-line student coordination system “GIM Paradise”, Finland, on Facebook.

Beyond that, in my teaching portfolio I have:

Open University at Turku School of Economics, teaching intensive course Introduction to International Business (full responsibility).

University of Bremen, Germany, co-development of Diaspora Entrepreneurship master seminar and visiting lecturer for the course, in English and German (student presentations of their final reports). Supervision of Bachelor thesis in the co-developed course.

University of Patras, Greece, visiting lecturer for marketing, especially strategic marketing for master program. In English and Greek.

Methodological development: critical event analysis development for the PHD and resulting publications (e.g. Halinen, Törnroos & Elo, 2013).

Development of interdisciplinary research with the department of ethnology, University of Turku.

Case study development at Heinrich Heine University, Germany in cooperation with Prof. Günter.

On-line teaching in FHDW Master program, Germany, (SABA, CISCO)

As an experiment, one objective is to employ image assignment exercise for the self-reflection and mind-set for IB teaching in the European context (Elo & Riddle, GWU Age of Globalization, AOM 2017)

I have developed a set of values that I use, which relate to: mutual respect, sharing and co-developing interests, intrinsic motivation, interaction, cooperation, responsibility, preparation, searching and finding, and the shared joy of learning. Even in large classes there is the possibility to shape the course following IKEA’s strategy so that “nobody leaves with empty hands”, providing such a menu that can be linked to the kind of inherent hunger that young people possess while allowing personalities to be diverse. In general, I use a lot of interaction in the classroom to engage students (if large classrooms, then with technological instruments/systems e.g. TOPHAT) and I try to engage smoothly also those who come from another culture and avoid contact, for example, by incorporating issues of their socio-cultural/economic expertise. Short

class-based cases (e.g. from Hollensen, 2017), real-life consulting cases, interactive group work, problem solving exercises, comparative analysis, team presentations, external visitor debates, involvement of businesses and other experiential methods serve as part of the instruments that I use. Additionally, visits to relevant places, such as World Bank, Museum Plagiarius, manufacturing plants and other, serve well. Immersion, active participation and finding outcomes triggers and facilitates learning and brings joy and inspiration. Naturally, I also attempt to develop my pedagogic skills via conferences and readings (e.g. via AIB IB teaching track 2017 Dubai and the TAL conferences).

Concerning the students and their perspectives, I have following teaching objectives:

- One key teaching objective is to trigger the big picture formation for the student (e.g. reflecting the UN SDGs), the generation of individual level mapping of the whole that helps with the orientation and understanding- this kind of understanding will remain even if details are later forgotten, therefore its usefulness is higher.
- Another objective is to communicate structure, contexts and expectations regarding the course and stimulate the first framing for the students. This includes the reasons why the course is relevant for all- fairness and clarity are important objectives to enable smooth workings.
- Teaching needs to foster interest, curiosity, motivation, joy of understanding and being capable of solving related problems and initiate an intrinsic learning mechanism- when a great to be here- atmosphere emerges the classroom may pull less motivated students to participate and develop their interests.
- Tapping the potential of the students and making it visible for themselves so that they can better employ their talent is another objective. Many students are not aware of their potential due to various reasons such as pre-given rigid framings in education, personal insecurities, and the lack of self-reflection.
- Going outside of the convenience zone, outside of the box is something that is needed, as it helps all kinds of students to develop their competences and generate self-confidence for both failing and succeeding and coping with both. My objective is to develop case- and field studies together with industry and trade to develop this type of learning.
- If international class, the objective also includes advancing learnings on international interaction and cooperation. International partner- and team projects can take the skills and capabilities of the students to another level, even implicitly.
- One objective is to test and employ consistency theory on IB teaching setting (see Elo, M., Benjowsky, C., & Nummela, N. (2015). Intercultural competences and interaction schemes—Four forces regulating dyadic encounters in international business. *Industrial Marketing Management*, 48, 38-49.).
- As an experiment, one objective is to employ image assignment exercise for the self-reflection and mind-set for IB teaching in the European context (Elo & Riddle, *GWU Age of Globalization*, AOM 2017)

Concerning my teaching competences development, I have following objectives:

- Advancing neuroscience and psychology-findings on e.g. psychological safety in my teaching portfolio.
- Developing cloud-based and other interactive learning tools applications and on-line instruments in teaching.
- Developing field-based teaching instruments and their application.
- Employing and further advancing multicultural and multilingual teaching abilities.
- Developing learning dissemination and cross-dissemination skills across nationalities, gender and physical-virtual location.
- In total, I try to excel and develop skills on both sides of the classroom.

Beyond extant courses, I try to develop a summer course relating to globally mobile ideas, transnationalism, diaspora business and entrepreneurship and globalization.

Cooperation projects combining business/policy actors with university students are a tool that I have successfully employed in teaching and employ further, also in international context. Combining European, American and Chinese perspectives for teaching can bring additional synergies and potential for fruitful cooperation also across universities.

Examples of my teaching experiences

Year

Course name

University and level

Number of students

Your role, main or partly responsible, guest lecturer or TA

Other issues, virtual course, etc.

2009-2011

Marketing 1

Fachhochschule der Wirtschaft, FHDW

Several classes

Main teacher with responsibility

physical

2009-2011

Marketing 2

Fachhochschule der Wirtschaft, FHDW

Several classes

Main teacher with responsibility

physical

2009-2011

Internationales Marketing

Fachhochschule der Wirtschaft, FHDW

Several classes

Main teacher with responsibility

physical
2009-2011
Internationales Management
Fachhochschule der Wirtschaft, FHDW
Several classes
Main teacher with responsibility

physical
2008-2009
Europäisches Management
Fachhochschule der Wirtschaft, FHDW
Appr. 40
Main teacher with responsibility

physical
2009-2011
Internationale Handelsbeziehungen 1
Fachhochschule der Wirtschaft, FHDW
Several classes
Main teacher with responsibility

Physical/hybrid
2009-2011
Internationale Handelsbeziehungen 2
Fachhochschule der Wirtschaft, FHDW
Several classes
Main teacher with responsibility

Physical/hybrid
2009-2011
MIOK: Management, Information, Organization und Kultur
Fachhochschule der Wirtschaft, FHDW
Several classes
Main teacher with responsibility

Online/hybrid
2011-2015
KVS54 Special themes in innovation management
TSE, Master program Global Innovation Management
Different group sizes over time
Module teacher

2011-2015
KVS5 Managing international Innovation Development (only part of the course, modular)
TSE, Master program Global Innovation Management
Different group sizes over time
Module teacher

2011-2015
KV40, Diaspora resources, Innovation and International Business
TSE, Master program Global Innovation Management
Different group sizes over time
Full responsibility, solo teacher

2011-2015
KV202270 KV40 National Systems of Innovation, Theoretical and Practical Applications
TSE, Master program Global Innovation Management
Different group sizes over time
Full responsibility, solo teacher

2011-2015
KV41, National Culture and Cross-Cultural Management, (later) Perspectives on transnationalism and diaspora
TSE, Master program Global Innovation Management
Different group sizes over time
Full responsibility, solo teacher

2011-2015
KV202271 KV41 Organizational culture and cross-cultural management
TSE, Master program Global Innovation Management
Different group sizes over time

Full responsibility, solo teacher

2011-2015

KVS16 Perspectives to the Finnish Innovation System (only part of the course, modular)
TSE, Master program Global Innovation Management
Different group sizes over time
Module teacher

2011

KVY Kansainvälisen liiketoiminnan perusteet (Introduction to International Business)
Open university/TSE
Appr. 40
Full responsibility, solo teacher

2013-2016

Main Seminar, Diaspora Entrepreneurs aus Industrieländern: Motivation und Erfolgsfaktoren,
University of Bremen, LEMEX
Different group sizes over time
Module teacher

2017

IBUS 601 International Marketing
George Washington University, School of Business
Master program
Appr. 12
Full responsibility, solo teacher

2017

Age of Globalization
George Washington University, School of Business
Bachelor program
225 in total, subgroups of 56
Co-teacher on a given curriculum

2018

International Marketing
Catolica Porto Business School
60
Teacher, master level

Visiting professor

2018

Diverse courses
Shanghai University
40-70
Guest lecturer, master level

2019

Program Entrepreneurship development in European Union: an integrated market for a better business
University of International Business, Almaty
60

Leader/Teacher on the program

Jean Monnet ERASMUS+

2021

Intercultural Business Management
RWTH Aachen, Germany

12

Teacher 50% with responsibility for 50%
EMBA module, Executive level course /Master
2020-2023

CIIBE Contemporary Issues in International Business and Entrepreneurship

Lappeenranta-Lahti University of Technology, Finland, Master-level course

Smaller groups of 15-20

Full responsibility, teacher with a hybrid assistant teacher
From physical to online to hybrid due to covid.

2019
Marketing
University of Southern Denmark
70-80
Teacher
Cross-campus program
2019-2020
Semester theme 2
University of Southern Denmark
Between 60-90
Partial responsibility, business teacher (with TEK and others)

2019-2021
Behavior and Markets
University of Southern Denmark
Between 60-90
Partial responsibility, business teacher (with TEK and others)

2019-2020
Globalization and entrepreneurship 2
University of Southern Denmark
Between 60-90
Partial responsibility, business teacher (with Law)

2019-2020
Globalization and entrepreneurship 3
University of Southern Denmark
Between 50-70
Partial responsibility, business teacher (with Law)

2019-
Seminar in Business economics
University of Southern Denmark
n.a.

Implementation responsibility
Irregular

2019-
Extended project and trainee period
University of Southern Denmark
n.a.

Implementation responsibility
Irregular

2020-
Comparative Business Environments (5 ETCS)

University of Southern Denmark
Typically about 120 per class
Full responsibility, solo teacher
All SDU courses were fully online during Covid-19 lockdown but in 2021 autumn returned to offline
2020

Applied analytics
University of Southern Denmark
Typically 80-90
Partial responsibility, qualitative teacher

2021-
Applied research methods in business and management contexts
University of Southern Denmark
Typically 80-90
Partial responsibility, qualitative teacher

2021-
Transnational Entrepreneurship, ideas and migration
University of Southern Denmark
Up to 30
Full responsibility, solo teacher

2023-
Transnational Entrepreneurship, ideas and migration
University of Southern Denmark
Up to 50
Full responsibility, solo teacher
Summer school, cancelled

2020-
International business management and strategies
University of Southern Denmark
Different sizes
Course responsible

2021
International business strategy
University of Southern Denmark
Appr. 80
Full responsibility, solo teacher

2021-
Global entrepreneurship
University of Southern Denmark
Between 60-90
Partial responsibility, business teacher (with Law)

2021-
New business establishment
University of Southern Denmark
Between 60-90
Partial responsibility, business teacher (with Law)

2023
Global Challenges
University of Southern Denmark
n.a.
Partial teacher
Summer school, responsible for EDI part

2023-
Critical issues in International Business and Entrepreneurship - Anticipating global challenges managerially and entrepreneurially (3 ECTS credits)
Lappeenranta-Lahti University of Technology
36
Course developer, course teacher
Summer school, ERASMUS

Examples of my experience in supervision

Year of completion

University

Title of Thesis

Your role: main supervisor or co-supervisor

Level (bachelor, master, doctoral)

2009-2011

Fachhochschule der Wirtschaft FHDW

Several (5)

Main supervisor

Diplom Arbeit (German version before the reform)

2009-2023

Fachhochschule der Wirtschaft FHDW, Turku School of Economics, Aalto University, University of Southern Denmark

Several (61)

Main supervisor/sole supervisor

Bachelor thesis

2011-2023

Turku School of Economics, Catolica Porto Business School, University of Southern Denmark

Several (23, 2 on-going)

Main supervisor

Master thesis
2021-2023
University of Southern Denmark
Two master thesis with TEK department
Co-supervisor with prof. Alf Rehn, SDU/TEK
Master thesis
2021
School of Business and Law, University of Agder
Erik Lankut "Essays on Cultural Intelligence",

Examiner and opponent

Doctoral thesis
2022
University of Southern Denmark
Elham Kalhor: Internationalization of Family Business: The Effect of Institutional Environment
Main supervisor

Doctoral thesis
2022
University of Southern Denmark
Erez Katz Volovelsky: Essays on Jewish Transnational Entrepreneurs in a Host Country
Main supervisor

Doctoral thesis
2022-
University of Southern Denmark
Aleksander Kolev (terminated 2023 June)
Main supervisor
Doctoral thesis
2022-2023
Narxoz University, Kazakhstan
Yu Tongxin "Factors influencing entrepreneurial intention among foreigners in Kazakhstan"
Examiner and council member

Doctoral thesis
2019-
Oulu University
Raushan Aman
Co-supervisor
Doctoral thesis
2023

Oulu University
Samppa Kamara
Pre-examiner
Doctoral thesis
2023

University of South Eastern Norway
Dimitrios Polychronopoulos
Mid-term evaluator
Doctoral thesis
2023-2024

Shanghai University
Jingyuan Zhao-visiting PhD student
Supervisor for a visiting PhD student
Doctoral thesis

Challenges in teaching and supervision

I have teaching experience from Germany, Finland, USA, Portugal, China, Kazakhstan, Sweden, Greece and Denmark. I have taught executive and regular students, bachelor, master and PHD students, first year students to mature and part-time students, and classes with local students to international classes with numerous ethnic backgrounds and combinations. My classes have taken place mainly in English but also in German, Finnish and Greek. My class sizes vary from 8 to 225 students and I have taught in both public and private universities. I have participated in the development of the curriculum at the Global Innovation Management-program at the Turku School of Economics, University of Turku. I was involved in developing e.g. KVS5 Managing International Innovation Development 6 ECTS, KVS54 Special Themes in Innovation Management 2-6 ECTS, KV40 first National Systems of Innovation, later developing Diaspora resources, Innovation and International Business 4 ECTS, KV41 first Organisational culture and cross-culture management, later developing National Culture and Cross-Cultural Management, Perspectives on transnationalism and diaspora 4 ECTS, and co-creating KVS16 Perspectives to the Finnish Innovation System 6 ECTS. This included Bachelor and Master thesis supervision and student integration in the "my teacher" system, a virtual bachelor thesis seminar, and on-line student coordination system "GIM Paradise" on Facebook. See more on the German courses in my CV. Additionally, I have

organized visits to relevant places, such as World Bank, Museum Plagiarius, manufacturing plants and other. Naturally, I also continuously attempt to develop my pedagogic skills via conferences, courses and readings (e.g. via AIB IB teaching track 2017 Dubai and the TAL conferences). So far, the main challenges in teaching relate to the organization of co-teaching and administrative processes (additionally to the turmoil caused by Covid-19). If the class is designed for 60 students and the enrollment is 120, this creates pedagogical difficulties. Language also causes difficulties if the students are not able to communicate in English and need to translate everything from Chinese or Spanish before participating. In both situations the teacher needs to improvise (cf. bricolage) and act entrepreneurially combining resources from other students to fill the needs. Challenges related to the classroom, technical equipment, air-conditioning, internet connection and such are typical, but are rarely solved by the teacher alone. Yet, together with student we can often find innovative solutions, like going out to do the class in the nearby park if the classroom temperature is 36 degrees of Celsius.

Student, peer and self-assessment

a) Examples of feedback, see appendices 1-3. These are selected as they are course which I have had the sole responsibility and the feedback is for me and not for a team of teachers.

b) Recognitions:

- My pedagogical suitability for the position of a professor was assessed (including a teaching situation) by an external and expert committee according to the German law of higher education and was granted on the 2009, "Gutachten zur Pädagogischen Eignung von Frau Dr. Maria Elo von 27.8.2009", Germany.
- Committee assessment University of Southern Denmark, 2018 eligibility for associate professor level.
- C2 Teaching in English, Certification, highest level, SDU
- Teaching award, SDU and award candidate (AIB) for teaching IB innovation

Available upon request

5. Pedagogical and administrative development

c) Course and curriculum development at SDU, TSE, Aalto, GWU, FHDW, HHU as a team member and course owner
Participation in development of thesis student teaching, Aalto University and SDU, thesis group solutions and assessments

d) Development of the image assignment-instrument, co-development later with prof. Liesl Riddle at George Washington University, USA. An instrument to reflect course elements (on globalization) on the student images/mindsets before and after the course content, self-evaluation, self-reflection and exploration of concepts. Part of the panel discussion presented by prof. Riddle at AOM 2017 Atlanta " Discussion of De-Globalization", <https://pastspeaks.com/2017/07/12/discussion-of-de-globalization-aom/>; <http://aom.org/annualmeeting/>, see also <https://gwtoday.gwu.edu/age-globalization-course-challenges-freshmen-make-advocacy-work/>; <https://business.gwu.edu/academics/gwsb-course-syllabi>

Evaluation system both co-teaching based as a team of two professors and two teaching assistants and on the university level with internal system. Also internal evaluation rating used using SurveyMonkey survey.

Development of the real-life case study method as a team work for IBUS 6201-course on International Marketing. 3 Credits, (Master's, doctoral, and professional-level students) with emphasis on: International marketing strategy formulation, including market entry, local market development, and global market integration; strategic challenge of global marketing formulation and local market adaptation, with attention to market conditions in mature, new growth, and emerging market environments; emerging trends. Development of a learning diary system for self-assessment of learning. The course has been student and colleague evaluated.

e) As evaluator for various teaching projects and courses, e.g. at University of Bremen, University of Patras and the George Washington University, see also my CV and my external evaluator activities

f) Development of teaching material, examples:

- Coursera Course on Diaspora and international management 2021, full video set with St. Petersburg University
- Research Handbook on Transnational Diaspora Entrepreneurship co-edited, 2023
- Teaching case material for IB teaching and teaching international entrepreneurship:
- Elo, M. (2017) Greek financial, economic and societal crisis-critical perspectives, a video lecture produced on demand for George Mason University, USA, Master class for finance
- Elo, Maria (2006) Marketing Stock lots- A mission impossible? A case study for teaching purposes, Heinrich Heine Universität, Faculty of Marketing, Düsseldorf
- Elo, Maria (2006) Temot International GmbH – Building a "mother brand": A business network in independent automotive aftermarket, A case study for teaching purposes, Heinrich Heine Universität, Faculty of Marketing, Düsseldorf
- Elo, Maria (2007) Heterogene Firmennetzwerke und Kooperationen in Dienstleistung, A Pilot-Study for DID, Düsseldorfer Institut für Dienstleistungsmanagement und Heinrich Heine Universität Düsseldorf

g) IGAP participation, International Advisory Board Masterclass, SDU, for EDI practices. Participation as an evaluator for the BEIPD-COFUND EU Funding in research in assessing particular streams for teaching entrepreneurship and their conceptualization.

h) I support my colleagues by stepping in doing their course, as visiting lecturer and as a mentor. I also share materials and tips and co-organize events and visitors from industry and organize multi-stakeholder sessions.

6. Appendix (originals per request)

Appendix 1: Modul "Intercultural Business Management", May 2021, RWTH Aachen, Business School, EMBA (3,8/4):

Appendix 2. International Marketing, Master level course, Spring 2017, GWU, USA (100/100):

Appendix 3. Example from LUT CIIBE course, 2022 (4,9/5):

Pedagogical competence

I have received the pedagogic qualification for a professor in Germany. Since then, I have updated my pedagogical competences within different universities.

I have received the certification and title of a "docent" (e.g. adjunct professor/Privatdozent) from Åbo Akademi University, Finland, based on my research and teaching.

I attempt to freshen my pedagogic skills via diverse projects and conferences. I co-chaired the AIB IB teaching track 2017 in Dubai with Prof. Riddle, GWU, where an intensive participation and interaction with the pedagogic side of IB was present.

In 2019, at TAL, SDU, I presented the preliminary findings from the collaboration with Prof. Joan Löfgren, Aalto University concerning virtual thesis groups and their management. Our presentation focused on: "Virtual/Semi-virtual Thesis Groups and Their Process Management -Perspectives and Best practices".

In TAL2020, I participate as a panelist and a presenter, bringing in teacher and student views on SDGs and student empowerment.

For further development, I study materials on voluntary basis on e.g. gender, ethnicity and bias.

I am particularly interested in the aspect of EDI in teaching, evaluation and overall classroom-learning context. I try to apply the principles and reflect also the SDGs and create awareness of inherent biases in thinking.