

# Karsten Boye Rasmussen - Teaching Portfolio

## Institut for Marketing & Management

Postadresse:

Campusvej 55

5230 Odense M

Danmark

Email: kbr@sod.dias.sdu.dk

## Pedagogical views

The university is a knowledge producing institution with knowledge reproduction though the students learning at SDU. The main characteristic of a university is the research being carried out at the highest level. In the shorter run the high and direct impact of the university on society is through the students' abilities to function in the society. Research has shown that the university candidates have a genuine positive impact on society. A clear economic example is found though the significantly higher growth rate of small and medium sized companies that employ their first candidate.

it is a long process of learning before the students leave the university as candidates. For a student starting at the university study most introductory courses are in my view comparable to language classes. You need to know the vocabulary of a subject to be able to discuss and decide reasonably. For example, in the introductory course in Organisation the focus is on organizational behaviour. New students might suggest that 'groupthink' would be the correct term for the comprehension that people in teams with complementary abilities in collaboration think better than one person or even a collection of persons because they though their diversity are more than the sum of the parts. It might sound reasonable, but that is not the case! The term 'groupthink' means in short overly conformance in the group. This example is to demonstrate that there are terms, concepts, models, methods, and researchers within every subject area that you simply have to know. It is not sufficient to be able to google that when you experience a need. Often you work directly with others in discussions and at meetings and time is a factor. For this reason, multiple choice exams are well fitted for the introductory courses.

Another aspect of university teaching is that critical thinking should saturate all teaching. That is something that is best learned and experienced at lectures. The course - especially an introductory course - might have texts that to the students at the entry seem as eternal truths. Even though the student is requested to know the texts it is also requested that the student concurrently challenge the texts. This approach is something that students can do at lectures by themselves, but more often it is facilitated by breaking out in small groups or pairs for discussions and raising questions. As a lecturer you are repeating and facilitating the students' understanding of the text, and I believe, that the lecturer at the same time also should demonstrate twisting-and-turning and viewing from other angles and in all possible ways establish insight for the students in how critical thinking not only brings us forward but also supports our knowledge and improve our understanding of existing theories.

## Teaching experience

Courses, teaching, supervisions, and exams:

Most courses have been taught in Danish. Ph.D. courses always taught in English. The course on 'Organization with theory of science' has been taught several years in both Danish and English. In 2016 I received a certificate for teaching in English at SDU (level C2, which unintuitively is the highest level).

Since 2009 I have regularly once a year been teaching at the Pforzheim University supported by the EU Erasmus program.

The following courses have been taught at SDU. Some of the graduate courses on ITKO 2001-2009 were also given in Arhus at the Business School (now Aarhus University, [www.au.dk](http://www.au.dk)).

ICT and organization (bachelor) 1999.

IT and organization (bachelor) 2000, 2001.

Company data – data warehouse and data mining (bachelor) 2000.

Master theses mostly cand.merc. and cand.oecon. 2001, 2002, 2003, 2005, 2008, 2009.

Data Warehouse and data mining (master) 2001.

Web - supplement (graduate) 2001.

Bachelor theses HA / Business Economics 2002, 2008, 2009.

Business Intelligence – data warehouse and data mining (graduate) 2002, 2003, 2004, 2005, 2006, 2007, 2008.

Impact of Information Technology on Organization (phd) 2002.

Systems development (graduate) 2002, 2003, 2004.

ITKO cand.it. master theses 2003, 2004, 2005, 2006, 2007, 2008, 2009.

Systems development (master) 2003.

Business Intelligence – data warehouse and data mining (master) 2004, 2005, 2006, 2007, 2008.  
Data Warehouse - Integration om knowledge in the company (master) 2004.  
Integrated analysis and systems design - (3. sem. Projekt) (master) 2004, 2005, 2006, 2007, 2008.  
Theory and methods (graduate) 2004.  
Study group: Information technology and organization (phd) 2005.  
Theory of science (master) 2005, 2006, 2007, 2008.  
MITKO master theses 2005, 2006, 2007, 2008, 2009.  
Semester project (1st sem.) (master) 2007.  
MITKO study tour USA (master) 2007, 2008.  
E-business strategies and Business Intelligence (master) 2008.  
Seminar of business economics (bachelor) 2008, 2009, 2010.  
E-business and Business Intelligence (master) 2009.  
Business economic methods (diploma) 2009, 2010.  
Organization (bachelor) 2009.  
Negotiation (diploma) 2011.  
It, communication and organization (bachelor) 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017.  
Organization with theory of science (bachelor) 2010,2011, 2012, 2013, 2014, 2015, 2016, 2017.

## Tests and Exams

For introductory courses where students are evaluated mainly on their knowledge of concepts, models, and methods I am a supporter of multiple choice tests. I am aware that many students are not enthusiastic about multiple choice tests. However, because introductory courses are often based upon lectures with a great number of students (400+) the more economic multiple choice is preferred also by study administration.

At the ITKO graduate study we designed an exemplary project exam that included all courses on the third semester with a written report and oral defence. This was an excellent preparation for the work on the master thesis and satisfying for both students and teachers to have a demonstration of the combined courses. However, this form for exam is considered too expensive for most study environments.

## Pedagogical competence

Study design and membership of study board:

In the autumn semester of 2001 the 2-year graduate study for cand.it. of 'it, communication and organization' (ITKO) started. I a couple of years before that I participated in the group designing the study in a collaboration with the Business School of Aarhus (now included in Aarhus University). I continued to work on the administration of the study through the study board of the ITKO-study.

The focus of the ITKO-study was on a multi-competence access to the use of information technology in organizations and had successful applicants from a variety of bachelor degrees like bachelors of social science, humanities, science, and others. As shown on the list below I taught several of the courses before concentrating on systems development, business intelligence, and support and additional courses for the master thesis. In spite of the success the graduates had in getting interesting jobs we experienced having too few students in 2008 and had to close down the ITKO-study. The ITKO study continued in Aarhus at Aarhus University.

Building upon the success of the ITKO graduate study the study board developed a master study MITKO (like a weekend MBA) also in full cooperation with university staff from Aarhus. Part of the MITKO was later transformed into MIT (Master of IT) that continued at SDU in Odense. I was responsible for the SDU-module in MIT until mid 2010.

In addition to my memberships of the study boards of ITKO and MITKO in Odense and Aarhus I also served on the study board of business economics in Odense (2006-2010).