

Teaching Portfolio

1. Teaching Philosophy

My teaching philosophy is composed of three interchangeable elements: motivation, learning and feedback. These three elements are crucial if students are to go beyond learning the fundamental content of the subjects I teach, and foster critical thinking skills as understood in Bloom's revised taxonomy (Anderson and Krathwohl, 2001).

I believe that a teacher's primary role is to facilitate learning (helping students to learn, get experience and insight) and I believe that the way teaching is organized can play a major role in that. My emphasis is therefore on helping students to learn by organizing learning spaces that fit the subject and the type of students, rather than just transmitting my knowledge to them. However, I also believe that the most important factor in creating the ground on which learning can be facilitated is the student's own motivation and that the creation of motivation requires feedback. Thus, I see motivation as something that can be created through the learning process in which the students participate (Biggs, 1999).

My experience is that if someone is strongly motivated to learn something, he/she will learn even if one tries to prevent them. Unfortunately, the opposite also seems to hold true and can give rise to difficulties. Students' lack of motivation can be caused by many things; they may have made up their mind that they do not understand the content of the subject; they may not see any purpose in learning the subject, or believe that they already master the subject. In these situations, it is my experience that the most effective way to create motivation, so that learning can happen and be facilitated, is to complement traditional university teaching such as auditory (listening to lectures) and reading/writing (academic articles, textbooks and PowerPoints) with visual (timelines and charts) and kinesthetic teaching (personal experiences, video streams and broadcasts of real-life examples) (Fleming and Baume, 2006). These different learning-'instruments' typically connect with different students and help in creating a learning space within which the students become engaged. I also provide feedback to students during teaching or supervision sessions. If one can create a trusting relationship, the students often feel free to comment and raise questions about issues they do not understand, or about which they wish to get feedback (Boud and Molloy, 2013). This is the best way to produce constructive criticism and to support students in improving their academic writing skills and to produce independent, learning-oriented students.

2. Teaching, Supervision and Education responsibilities

I have extensive and varied experience with teaching and supervision. I have taught and supervised at Bachelor and Masters level, MBA level, and on customized courses (lifelong learning) in subjects such as intrapreneurship/entrepreneurship, organization theory/change management and theory of science/methodology. Further I have experience with different forms of examination: Written, oral or combined exams of written and oral.

Additionally, I have supervised students individually or in groups of 2-4 during their thesis writing process and regarding other academic assignments. My varied experience also covers acting as an internal supervisor in Lecturer Training Programmes. Since 2010 I have supervised four assistant professors during their 1-year programme. Furthermore, I have supervised 4 PhD students, all of which have been successfully completed. My positive track record is due to my engagement in the work of my PhD students and the belief that co-authorship ('what we do together') is necessary to improve the students' abilities in writing academic papers and putting together a coherent, well-structured and well-argued article-based thesis. Currently I am supervisor for 3 PhD students.

Since becoming an associate professor in 2009 I have mainly taught and supervised courses at Masters level, MBA level, or on customized courses in both Danish and English. I find it inspirational to teach at these levels as it is possible to teach in more specialized and advanced subjects, classes are usually smaller and therefore allow closer interaction with students, and typically students are also dedicated to learning, because they have made a conscious choice as to the program of study on which they have enrolled. Besides teaching and supervising I also have education development responsibilities in my role as study director. Since the start of 2015 to 2017 I have been the study director of the International Masters in Strategic Entrepreneurship and from 2018 in the Danish Masters in Entrepreneurship and Leadership, and therefore engage in education development activities that strengthen the Masters profile and secure better profitability. I have also had responsibility for several courses in different educational areas at the university. The courses for which I have held responsibility have been at Masters level, MBA level, graduate diploma level and Bachelor level. As some of my teaching responsibilities are conducted in teacher teams, it is natural that we divide the

responsibilities among us. An example is my teaching on the Flexible MBA, to which Professor Per Vagn Freytag (course responsible), has invited me since 2011.

Beyond these activities I am the course leader for several other education programmes: the PhD course in Contemporary and Current Entrepreneurship Theory (together with Professor Kim Klyver); the Masters Module in the Management of Innovation and Change for students from BI Norwegian Business School (together with Professor MSO Henry Larsen and Associate Professor Ann Højbjerg Clarke); and the Certified Programme in Local and Regional Business Development (together with Professor Steffen Korsgaard and Associate Professor Mads Bruun Ingstrup). These types of courses have made it possible for me to experiment with new teaching methods.

3. Formal pedagogical education

While my initial teaching experience and lecturer training programme have provided me with the critical skills to handle 'traditional' classroom teaching, I have, since 2009, been regularly encouraged to further develop my critical, reflective, inspirational and innovative approaches to education. In part this has been through the opportunity to teach new courses or develop existing ones, and partly because when teaching new, or developing existing, courses I often work in teacher teams, consisting of research colleagues who also see a need for developing methodologies that fit the context within which the subject is going to be taught. This has naturally brought me a better understanding of pedagogy, allowing me to continually improve my own teaching techniques and has empowered me to try out new strategies that improve my communication and facilitation skills; and hopefully breathe new life into the students' learning space. This is important, as I think that improving my skills and mind-set as a teacher will ensure that the learning space and process I create for the students will support and empower them to learn and experiment themselves