Undervisningsporteføjle

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University pedagogy qualifications

Membership of pedagogical organizations

Member of Danish Network for Educational Development in Higher Education.

Teaching philosophy

My teaching philosophy is inspired by the famous Chinese educator and philosopher – Yu Han (768 - 824 AD) and the Greece philosopher – Socrates (470 – 469 BC). Han spelled out that "a teacher should propagate the doctrine, impart professional knowledge, and resolve doubts." Socrates advocated to use inquires and discussions between individuals to promote critical thinking. I believe both views are important for the teaching profession. A teacher must have a strong command over the subject and have a passionate commitment in teaching. I believe that the focus of instruction should be shift from the teacher to the student. I believe that it is important to develop leaner's autonomy and independence.

Teaching and supervising experiences

My interests of teaching cover several subjects such as marketing research, multivariate statistical modelling in marketing, marketing strategy and marketing of green energy (technologies). To date, I have experience in teaching the following courses:

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I provide a supportive, productive learning environment for the students that I supervise. I encourage my students to take on innovative topics with special emphasis on sustainable behavior and sustainable energy market. I actively work to assess their interests, and provide guidance to assure that their final research product will be valid, of high quality, and useful for relevant stakeholders. To date, I have experience in supervising the following theses:

Study administration

Assessments

Experience with written exams including both short questions and long essay-type question, with assessment through report, with take-home assignments and with oral exams.

General teaching method

I practice different teaching approaches in order to ensure the effectiveness of teaching.

• Clarity of expectations

Clarification of expectations on the course is important for students. I do this in several ways. First, I use the course description as a base to develop assessment rubrics. The rubric matrix breaks down the evaluation process into different parts, which are very intuitive and can provide detailed feedbacks to students. Thus, the rubric matrix makes the evaluation transparent and objective. I use also the rubric matrix to reinforce the learning outcomes. Second, I use exemplars with different grades to help students understand the assessment criteria. Thirdly, I also use peer reviews to ask students to evaluate the performance of their peers.

• Student and peer feedback

Throughout each course, I work hard to establish a learning environment where students feel comfortable providing feedback on my teaching methods relating to their learning needs. These feedbacks are useful for examining whether the teaching has fulfilled the learning outcomes and how the teaching could be improved. I find that the end-of-term student evaluation is often too vague or late to allow me to make significant improvement. Therefore, I always ask students to give feedbacks about teaching at the end of each lecture. The feedbacks are obtained through a small test on the teaching contents or an open discussion or individual conversations. Furthermore, I also discuss with the senior colleagues about these feedbacks, both from the practical and pedagogical view point. These feedbacks are often helpful to develop new strategies and design new practice for teaching.

• Active engagement

I try to engage students in the course topics and develop skills through interactive activities. In small classes I facilitated discussions from research articles and public media. In large classes, I encourage students to work in groups for projects, presentations and class discussions. The group work can help students develop interpersonal cooperation skills, for example, tolerate others' opinions. Group work can also help students get inspiration from their peers and thereby learn from and with each other. I also used class debate to help students develop high order thinking skills. I used debate within lessons to encourage all students to get involved in exploring the subject being discussed. I alwaysencourage students to produce their own arguments. Besides, I used simulation program - StratSim to reinforce students understand the course topic.

• Critical thinking

I promote the development of critical (deep) thinking skills by asking enquiries and Socratic questions. I encourage students to discuss and constructively critique the validity of the established concepts, not to just accept them.

• Integrating research into teaching

Strengthening education through research is important for university teaching. Thus, I often encourage students doing research (either field research or secondary research, or both) for their project works. Besides, I often bring my research into my teaching. I present my research projects that are relevant to my course in the class. I also use scientific research articles as supplementary or compulsory teaching materials. I observed that this research-based teaching method has caught students' interests in scientific research especially how scientific research tools can be used for the business society.

Context-specific teaching techniques

In addition to the general principles outlined above, I also work to customize my teaching techniques to fit the demands of different student groups or different courses. Specific techniques I draw from include the following. Much of which I have learnt from the pedagogical courses and workshops offered by SDU Centre for Teaching and Learning.

• Explicit instruction

I use the explicit instruction approach in classrooms to teach students how to solve problems step by step in the class. The explicit instruction method requires students are active participants in the learning process. I, as an instructor, frequently observe and monitor students' understandings on the contents to make sure students are deriving meaning from instruction. Thus, the explicit instruction is not about teacher-directed in learning alone, but students will be self-motivated through participation and thereby direct their own learning. The explicit instruction approach is useful for teaching subject like marketing research, data analysis and marketing strategy, where the learning outcomes are clearly defined. Furthermore, it is not enough to put students in a group and expected them function appropriately. I therefore taught students explicitly about cooperative skills and demonstrate them in the class. Finally, students are also asked to solve the assignments after class so that they can have opportunities to revisit the subject matters even outside the class.

• Use of E-learning tools in class

I use different E-learning tools during teaching. For example, I use Polleverywhere, Wiki, Blogs, to encourage student to answer and ask question during the lecture using their smartphones or PCs. These e-leaning tools are also used to evaluate whether the lecture has achieved the learning outcomes and to get prompt student feedbacks about the lecture.

• Use industry professions in teaching

In order to develop a closer collaboration between university and business, I invite guest lecturers (e.g. marketing managers/researchers from business) and arrange company/factory visits to enhance the students' understanding on how theories may be integrated with practice. These activities broadened also students' horizon. The feedbacks from the guest lectures help students understand that the education received from the classroom are useful in a real business situation and thereby it foresters the students' study interests.

• Reflection

I always encourage students to reflect, analyze and critique what they are learning and how they are learning it. This helps students understand about their own learning process and develop learning skills.

Reflections on teaching

1. Contributions to pedagogical subjects
•Yang, Y. (in preparation) 'Using StratSim simulation to teach marketing strategy: class experiences".
•Yang, Y. (2014). 'Using marketing research project to engage students in active learning'. Conference abstract for Conference on "Teaching for active Learning", 3 November, Odense, Denmark.
•Yang, Y. (2014). Poster Presentation on "Promote student engagement in Active Learning", 10 December, Workshop on university lecturer training program 2013 – 2014, University of Southern Denmark, Odense, Denmark.

2. Evaluations/Selected students' feedbacks

"The teacher is very passionate and knowledgeable about the subject".
"The class is interesting and useful. The teacher explains concept clearly."
"The teacher encourages students to ask questions."
"Very good at involve students during teaching"
"Always helpful."
"Despite the accent, the teacher is always very helpful in explaining confusing materials".
"I am happy with the contents of the course. The teacher is energetic and explains the material well."
"Teaching is well organized and presented."
"Good at explaining ideas."
"Very good at involve students during teaching"
"is always well prepared"
"Classes were nicely structured and presented."
— Classes from the course Statistical Analysis of Market Data

"Very stimulating teaching style."
"The course is very interesting and useful, especially the simulation program improves the understanding of theories."
"Very interactive teaching."
"Always looking forward to the next class, I am excited about the results of decision making in the StratSim."
"The combination of class lecturing and StratSim game is very useful for learning."
— Classes from the course Marketing Strategy

"Very help and inspiring supervisor for our thesis. We can always get help when needed. He even replies e-mails on the weekend."
"The supervisor is very interested in my thesis topic and have great knowledge about the topic. He is very supportive and constructive for my thesis work."
— Master students in Resource and Environmental Management

Plans for the continued development of own pedagogical competences and suggestions for new methods of teaching

So far, I have already gained much experience in university teaching. I am enthusiastic about teaching, particularly teaching in multicultural environment. I am open-minded, and I prefer to interact with students. And I take pleasure in watching students in transferring theories into practice.
Being a university teacher, I always keep myself updated in both personal knowledge and professional skills. I have attended several pedagogical courses for university lecturers to improve my teaching capacity. I have also developed the necessary competences for online teaching, e.g., design and deliver online courses. In the future, I will continue to work hard to improve both my lecturing skills and teaching methods in the class. I will continuously follow new pedagogical methods and take part in new pedagogical training. I will also experiment with more variety of methods in teaching, especially the development of online courses.