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Fundamental pedagogical view: educational practice - basis / values

Learning process of students:

The starting point of the learning process are the assumptions, interests, and motivations of the students. I understand that the students in the class might have different interests, some might just want to meet the requirements to pass, others might reach levels of deep processing and push forward the class dynamics. I need to be able to take this into account and ensure that the students have a path to achieve the minimums but also an opportunity to engage in deeper learning opportunities that are aligned with the high-level competences in the course.

Conditions that facilitate learning:

The preparation of the students regarding time management and handling requirements is a key condition for successful engagement of the students in the learning process. As more learning responsibilities are shared with the student, I also depend on the prior conditions regarding self-organization being in place. I believe that students are autonomous and that they are aware of the consequences of their actions, to avoid misunderstanding I set upfront the rules that will guide the course development. I have also seen that the clearer those are, and the more they are embedded in the learning support systems (for example in the blackboard grading) the less likely it is to have confusions or misunderstandings.

Role of the teacher:

I see my role in the class as a facilitator of socio-constructivist learning. I introduce concepts, models, provide materials to get further understanding of them, but then I focus my attention on discussing existing application cases and guiding the students through new situations where they need to put in practice that knowledge. My function is to provide a safety net (the classroom space) to get acquainted and put in practice new knowledge, the students might learn as much from my comments as they might from their peers, but it is my work to generate the activities and tasks that are conducive for the course learning outcomes.

Traditions and challenges for teaching and learning:

Most of my current teaching work is related to the development of technology management capacities for international engineering students. This means that a recurring challenge is how to create spaces for participation for people with important cultural differences when it comes to behaving in the classroom and interacting with others. As we aim to build capacities that go beyond knowing, but that actually should be skills and competencies, I need to generate learning experiences that are conducive to this higher-level learning outcomes.

An additional challenge on teaching management related topics to engineering students is to expose them to the uncertainty related to human behavior. This means that quite a lot of the learning process is somewhat uncomfortable for the students, as they are working with concepts and ideas that are not fully defined and often subject to the reaction of external participants in the course. Nevertheless, experiencing uncertainty and navigating through it change their own perception on what they can do in this type of contexts.

Aspects that define my pedagogical view:

- Teacher as facilitator of the learning process.
- Making a societal difference through education.
- Sensitive to students interests and needs.
- Research-based teaching.
- Promoting critical thinking.
- Teaching with a "real world" component.
- Discussion and dialogue.
- Empowerment of the student as a persona, manager and a leader.
- Integrating students experience and cases

Teaching Experience

From 2016 to present at University of Southern Denmark (SDU) in Sønderborg, Denmark.

In the **Engineering Master on Innovation and Business** (Master IB):

- High-tech Business Venturing (16/17, 17/18, 18/19), bringing science-based ideas to the market. Lecturer on the course, material preparation, design and revision of the course contents and structure.
- Entrepreneurial Finance (17/18, 18/19), accounting and finance concepts for engineers involved in managing projects or new ventures. Lecturer on the course, course design and material preparation.

In the **Engineering Bachelor on Innovation and Business** (Bachelor IB):

- Innovation Management (16/17, 17/18, 18/19), course that covers the models and application cases of innovation management in an organizational context. Lecturer on the course, adapted content and structure introducing aspects such as innovation systems audits for engineering students.

From 2009-2016 at La Salle – Ramon Llull University (URL) in Barcelona, Spain.

In the **Master on Technology Management** (MGT):

- Information Systems (2009/10 and 2010/11): providing support as teaching assistant, including materials preparation

and grading.

- IT Strategy (2012/13): teaching and grading for the course.
- Innovation & Entrepreneurship (2012/13): Teaching and grading for a course section on business models and entrepreneurship.

- Qualitative Methods (2013/14): Teaching a course section on qualitative field studies.

In the **Masters on Project Management (MPM)**:

- Ebusiness Projects (2012/13 (3.5/5)/ 2012/13 (3.9/5 and 4.8/5)/ 2013/14 (5/5)): Teaching and grading a full course on business strategy in the digital economy. Also did remote course delivery through video conference with two different groups at ESAN (in Lima, Peru).- Innovation Projects (2013 (4.8/5)): Teaching a course section on business models for innovation projects in organizations.

In the **Master of Business Administration** (online edition - MBAOL):- Investment Readiness (2012/13 and 2013/ 2014 (4.6/5)): Developing the material, teaching and grading for an online course that combines asynchronous interactions with live connected sessions with the all the students in a virtual classroom environment.

In the **Master of Telecom Engineering**:

- Entrepreneurship (2015): Teaching and grading for a course on transforming existing technologies in the R&D department into business ideas.

In the undergraduate Business Administration program:

- MIS & IT (2015 (3.9/5)): Teaching and grading for a course section on the impact of new technologies on organizations.

Experiences of supervision:

I have supervised several different bachelor and master theses on different topics:- 2016 to present: Technology commercialization (2 master theses, 1 bachelor thesis linked to FucoSan Project), University-Industry Collaboration, Startups and Innovation Ecosystems (IoT and Clean Tech cases), Entrepreneurship dynamics and new technologies innovations (several theses), Production and operations management (at large organizations and SMEs).

- 2009-2016 Period: Open Innovation (4 master theses), Social Capital Analysis in Social Networks (2011), Entrepreneurial Intention among nascent entrepreneurs (2 master theses), Social Media and Consumer Behavior (2014), Longitudinal Panels in Entrepreneurship (master thesis 2014).

Experiences in PhD supervision:

- 2017-2019: Co-Supervision of Kari Kleine PhD: Developing Technology Entrepreneurship Capabilities, with main supervisor Silke Tegtmeier. Defense expected in Autumn 2019.

Experience on course or curriculum design:

- Developed the course Entrepreneurial Finance (2017) for engineering master students. Tailoring the contents to introduce the necessary accounting, finance, and valuation concepts for engineers that aspire to have team/project management responsibilities.

- Adapted the course High-Tech Business Venturing (2017-2018), together with Silke Tegtmeier, we introduced business model, opportunity navigator, and reframed the course to activate scientists and students team dynamics to generate entrepreneurial learning opportunities for the engineering master students.

- Developed the orientation, objectives, structure and contents of a new course on "Innovation Economics" that has been successfully taught in Spring 2015 semester with a group of students from the Master of Technology Management and the Master of Project Management.

- Participated in the development of the Innovation Master program (2013-2014) that has been recently integrated as an itinerary in the Master in Project Management. The tasks involved included surveying existing programs in other universities, designing a curriculum with a group of experts, and preparing basic academic guidelines for each of the courses.

Pedagogical Training

Completed the Winter 2017 **Lecture Training Program (LTP)** at University of Southern Denmark (SDU). Development project "Introducing blogs as a tool for reflective learning" in the context of the High-Tech Business Venturing course.

Pedagogical courses:

- Questioning – how it can support learning, teaching and assessment (1 ECTS, 2016).
- Active teaching and learning using Flipped Learning (1 ECTS, 2017)
- **PhD Supervision** process, methods and tools (2018)
- Supervision – roles and relations (0,75 ECTS, 2019)

Other activities related to teaching and teaching development:

- BHI **Teacher of the Year Award** for TEK faculty at SDU Sønderborg – Academic year 2017-2018