

Undervisning og vejledning

Applied Analytics: Big, Small, and Deep Data

Oana Brindusa Albu & Kristina Vaarst Andersen
01/02/2020 → ...

Corporate Communication

Oana Brindusa Albu
01/02/2018 → ...

Corporate Communication

Oana Brindusa Albu
01/02/2017 → 30/06/2017

Corporate Communication

Mette Lund Kristensen & Oana Brindusa Albu
01/02/2014 → 30/06/2018

Master Thesis and Bachelor Thesis Supervision

Oana Brindusa Albu
01/01/2017 → ...

Principles of Management

Oana Brindusa Albu
01/09/2018 → ...

Principles of Management

Jeanette Lemmergaard & Oana Brindusa Albu
01/09/2013 → 31/01/2018

1. Teaching philosophy:

My teaching philosophy is based on the socio-cultural constructivism tradition, based on which I design the lectures to facilitate students' engagement in cooperative learning. I do so by using the Socratic Method, that is, I encourage a form of inquiry where students engage in peer review by asking and answering questions. Such exercise stimulates students' critical thinking and their ability to navigate ambiguities and complexities specific to problem solving. For facilitating proximal development, I assign the students in small groups for doing various exercises in class (think-pair-share) and outside class (data collection) and ask them to provide feedback to each other using a dialectical approach to guide their feedback where the defense of each point of view is questioned for creating a reflexive line of inquiry. I base my lectures on cooperative small-group assignments in and outside the classroom and participative class discussions. I rely on peer-to-peer evaluation in addition to teacher evaluation in class activities in order to encourage student-teacher interaction and inclusiveness.

2. Teaching Principles:

In the light of my academic experience I have seven principles that guide my teaching, which are based on Bloom's taxonomy of learning, teaching and assessing:

a) Interactiveness:

I always engage in a two ways dialogue when introducing the teaching material and learning objectives to class. I developed my skills into designing a structured presentation

of the lecture so that students can follow a logical sequence of the lecture's key points and purpose. I make use of animations and social media tools to put into perspective the learning outcomes of the lesson and keep students engaged.

b) Engaged responsibility: I regard as important that students have the opportunity to reflect on the ethics of their decisions. I create situations where students have to design strategies and reflect on their impact on issues such as human rights, diversity, gender, culture, politics, and the ethics of digital technologies use.

c) Individual self-actualization: I place great emphasis on the improvement of students' interpersonal skills. I facilitate a platform for two ways dialogue. I rely on digital resources to increase students' motivation and persistence

d) Critical thinking and problem solving: I promote critical thinking through a lively discussion and by engaging students in a variety of multimedia material. I consider as essential a clear and structured learning process. Despite a wide range of examples and concepts, in each class I provide a channeled discussion with a key learning point, goal and social implications.

e) Discovery and knowledge generation: I find vital the ability of students to search, classify and organize information that aids their learning process. I regard as crucial assets students' abilities to discern and synthesize information. On a regular basis, I present the students with tasks in class and outside class that allow them to discover and identify underlying arguments and ideologies in their knowledge acquisition.

f) Self-directed and experiential learning:

Role-playing, thought experiments and simulations are a regular part of my classes.

Students take roles of minorities, different cultures, political and institutional representatives to negotiate conceptual issues present in the course. In the beginning of each class, I invite students to post online on the course's forum questions they encountered when doing the readings, and we explore the different questions and answers from different roles/perspectives throughout the class.

g) Realistic and Socially Relevant Problem Solving learning: I consider it essential for students to be faced with real-life problems and develop a hands-on approach on reflecting on how can the theories of the course deal with social problems that need to be addressed such as: ethics of data analytics, Global North vs Global South management styles, ethics of communication, etc. To this end, I use my experience from my research and fieldwork as a springboard for discussion.

Teaching qualifications gained through postgraduate education in pedagogy:

I successfully completed the Lecturer Training Programme (LTP) at SDU in 2015. I undertook four pedagogical courses in teaching methods as part of the LTP. These courses have considerably improved my pedagogical qualifications in four areas, namely:

- Teaching and learning with social media
- Using de Bono's thinking hats to develop problem solving
- Setting up your course in Blackboard
- Public speaking and presentation skills training