

## Reflections on my teaching philosophy and pedagogical competences

I follow the rationale that if you cannot convince your own students that you're on to something interesting with your research, it will most likely also be impossible to convince anonymous peer reviewers that your manuscript contains a significant contribution to academia. This implies that I often use students as my 'pre-peer reviewers'. I present my case and/or analysis of my data and discuss it with them. I ask them to be critical. Does it make sense? The purpose of doing so is at least threefold: 1) It ensures that my teaching is based on up-to-date research activities, 2) it stimulates a classroom debate and students' critical reflections, and 3) it brings my research further from its very first phase. Well aware, that this procedure cannot be followed all the time I often use short-discussions during lectures, i.e. I throw a question to the audience, ask them to discuss with their neighbor fellow for 2-3 minutes and then I continue by asking for comments from them. This counteracts the appearance of 'enemy number one' of all teaching: the lecturer monologue. Such questions may relate to theoretical sessions e.g. I come up with every day examples of complex power relations and unexpected outcomes once I relate this example to the idea of the game models as outlined by Norbert Elias (1978). Just to mention one example.

To summarize, I prefer critical dialogue and rather informal settings, but under my control and guidance. This is important as I seek to find a balance between structured teaching, interactions and spontaneous group dynamics, and yet I want to remain sure that I am the authority in the room.

## My pedagogical CV and administrative experiences

During 2012 and early 2013 I followed the international Lecturer Training Program [adjunkt-pædagogikum] offered by the University of Southern Denmark.

Between January, 2012 and December, 2016 I was a member of the Study Board for the Business Administration and Economics programs (HA and Cand. Merc.) provided by SDU in Slagelse. Thus, I have gained detailed knowledge about the formal regulations underpinning university programs and I am aware of the administrative challenges facing higher education today (e.g. fraud, Fremdriftsreform, accreditations, quality standards, alignment, ECTS transfer).

Since 2011 as I joined the SDU I have been the coordinator of the HA Sport & Event Management program in Slagelse. This program is due to a Board decision currently under closure; final student uptake was in September, 2016. I currently (since Spring 2018) act as the program coordinator for the Professional Bachelor in Business Economics and IT offered in Slagelse. Finally, I've been the main architect behind the new Business Administration Bachelor profile in Human Resource Management that will take off in September 2018. Here I also serve as the program coordinator.

In addition, I have been the course responsible and developer of several courses (see below). Since my early career as a PhD student (at the University of Copenhagen, KU) I have been engaged in teaching at graduate and under-graduate levels. Because of my background I am engaged in teaching at courses related both to business administration (management) as well as to sport science courses.

### *Under-graduate level:*

- Idræt & Bevægelseskultur (KU, 2006-2009, lecturer).
- Sport i et Konkurrenceperspektiv (SDU, 2011, lecturer).
- Sportssociologi i et Managementperspektiv (SDU, 2011-2013, lecturer and Course Responsible).
- Introduktion til den Danske og Internationale Sportssektor (SDU, 2013-2017, lecturer and Course Responsible).
- Leadership in Sport (SDU, 2012, lecturer and Course Responsible) [in English].
- Event Management 1 (SDU, 2015 – 2018, lecturer and Course Responsible).
- Event Management 2 (SDU, 2015 - 2018, lecturer and Course Responsible).

### *Graduate level:*

- Idræt & Organisationsteori (KU, 2009-2010, lecturer and Course Responsible).
- Sport and Globalization (KU, 2010, lecturer) [in English].
- Advanced Qualitative Methodology (SDU, 2016-2017, lecturer and Course Responsible).
- Anvendt Videnskabelig Metode - Spor 4: Kvalitative metoder i humanistisk-samfundsvidenskabelig idræts- og sundhedsforskning (SDU, 2017-2018, Department of Sport Science, lecturer)

I have experiences with a variety of testing forms e.g. oral examinations, seminars, written reports and synopsis with oral defense. Between 2009 and 2018 I have conducted supervision and examination of BA-projects and Master Thesis in Slagelse as well as at the SDU-campus in Odense. As Head of the research team Management of People I have gained detailed knowledge about the courses in the portfolio of our unit – including courses that are offered at faculties outside the Faculty of Business and Social Sciences.

## Examples of written materials and prepared teaching

I have edited two student text books: The Grundbog i Idrætssociologi is widely used in Scandinavia as it fills a gap because most sociology of sport textbooks do not include a distinct Scandinavian perspective (civil society, welfare state support, voluntarism in associations). Second edition appeared in August, 2016 due to an increased demand for an extended and updated version.

Likewise, I co-edited another textbook When Sport meets Business (published by SAGE in August, 2016) that has a genuine European approach to controversies, challenges and possibilities in the intersection between sport and business. Most sport business and management textbooks have a North-American perspective. European scholars from disciplines such as marketing, management, economics and sociology, and political science contributed to the book. Each chapter contains one or two cases to be used by students.

I have developed several courses from scratch covering very classical introduction approaches to teaching, but I have also developed courses like Event Management 2 in which group preparations, field interventions in 'real life' events, a seminar with mutual opponent roles and individual oral defenses are integrated parts. Developing this kind of course gave my students a hands-on approach and a useful experience of applied-ness.

**PhD seminar organizer and doctoral supervisor**

I am the entrepreneur of the annual PhD seminar that takes place prior to the main conference of the European Association for Sport Management (EASM). Thus, I am also engaged in `nurturing` the international up-coming generations of early career sport management scholars. As a beneficial consequence of this engagement I have built up a rather huge international network. I enjoy these seminars that since 2012 have taken place over two days in September prior to the annual conference of EASM. Furthermore, I currently act as the principal PhD supervisor for Kasper Roe Iversen (2014-2018) as well as I acted as co-supervisor for Rasmus Nissen (2012-2015).