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## Basic Teaching philosophy

I increasingly see one of my main responsibilities as a teacher to be to assist students in becoming independent learners. I do this by aiming to fuel their wonder and curiosity, and more concretely through two main strategies: peer feedback processes and questioning techniques. Instead of teaching students to expect to be presented with or having themselves to present correct answers to predefined question, I design exercises that involve that students themselves identify and formulate good questions and provide feedforward to one another.

Making student independent learners is at the heart of the peer feedback approach, I have developed and which whenever possible forms part of my teaching. Here students explicitly are presented to the long-term goal of becoming independent learners as well as the more short-term goals of acquiring the skills of providing and receiving feedback, comprehending assessment criteria and crafting quality exams

I have furthermore developed a blended learning approach that assists not only student to become independent learners, but also by own development as a teacher; using recurrent online questionnaires inquiring into teaching and learning experiences enabling me to continuously amend strategies and style.

## Study programme development

**Department of Marketing & Management, University of Southern Denmark:**

*2019: Anthropological Fieldwork Methods*

In collaboration with a colleague, I restructured and redeveloped the course Anthropological fieldwork methods, which prepares 4th semester Market and Management Anthropology students for their fieldwork abroad, and the data they base their BA thesis on. We have particularly worked with creating a clear structure of the three phases of the course, integrating peer feedback workshops as part of students' learning process and created an up-to-date reading list. We have also hired a new tutor and collaborated with her on expanding the fieldwork opportunities for students by meeting with companies and organizations in Odense. The course is 15 week long and meets 2 hours twice a week as well as involving individual and group supervision meetings and several peer feedback workshop days.

*2018-19: Advanced market Anthropology* In collaboration with a colleague, I redesigned the MA course Advanced Market Anthropology

*2014: Business Anthropology*

I was responsible for designing the course and developing the curriculum for Business Anthropology, on the Market and management Anthropology BA program. The course was a 15-week course consisting of 2 hours teaching every week, with a mixture of lecturing, exercises, group discussions, case study work and seminar presentations. I was the examiner of all term papers in collaboration with an external censor.

**Department of Anthropology, University of Copenhagen:**

*2010-2012*

I was responsible for designing the core second year course Theories and Translations, on the elite MA program Anthropology and People-Centred Business in 2011.

Revised the course Introduction to Anthropology and the course Anthropology: Methodology and Analysis in 2010, 2011, and for the latter again in 2012.

Developed course and curriculum for Qualitative and Quantitative methods, in corporation with colleague, and was the main coordinator of the course in two semesters.

**Monash University, Centre for Australian Indigenous Studies:**

*2008: Aboriginies and White Australia: Complex Colonial Encounters*

I suggested, developed and taught a workshop series for a group of International students enrolled in the course *Aboriginalities and White Australia: Complex Colonial Encounters*. The reason being that these students were finding it difficult to follow the teaching in the regular tutorials due to English language and academic level. I therefore developed special extra background lectures and seminars for them.

## Teaching methods

- Lectures
- Peer feedback
- Working with exemplars
- Questioning techniques
- Seminars
- think-pair-share
- Blended learning
- Case studies
- Workshops
- Group work in class
- Group work between classes incl. presentation
- Student presentations

## Test & exams

I have the most extensive experience using written assignments as examination form; ranging from 5 to 80 pages and covering reflective papers on fieldwork experiences, semester/term papers, fieldwork synopsis, theoretical essays, methodological reports, Bachelor and Master thesis. I have censored oral exams on Marketing Theory at the Department of Marketing and Management, SDU in 2016. Furthermore, I have examined Market and Management anthropology students' bachelor defense, and anthropology BA students at the Department of Anthropology, university of Copenhagen orally on the basis of written assignments.

For the kind of competencies, I have mainly been seeking to inspire in students, I have found the form of reflections possible in written term papers the most valuable – and if possibly coupled with an oral exam/defense of the paper. Students thus get an opportunity to work in depth with an issue and if also orally examined on the same matter, get a chance to reflect further upon the issue, practicing and developing both written and oral academic competencies.

## Project collaborations

Along with a colleague, I was responsible for the planning and organisation of our team of 4 teachers, all involved in the teaching of the course *Anthropological fieldwork methods on the Market and Management BA program*, University of Southern Denmark.

Along with a colleague, I was responsible for the planning and organisation of our interdisciplinary team of 3-5 teachers, all involved in the teaching of the course “*Qualitative and quantitative methods*” in 2011 spring and Autumn semesters at the Department of Anthropology

## Formal education

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| 2019 | Lecture training program, by Centre for Teaching and Learning at the University of Southern Denmark<br>Helping students understand assessment – using rubrics, peer feedback and exemplars, by Donna Hurford, Centre for Teaching and Learning at the University of Southern Denmark<br>Questioning – how it can support learning, teaching and assessment, by Donna Hurford, Centre for Teaching and Learning at the University of Southern Denmark |
| 2016 | Supervision – roles and responsibilities by Centre for Teaching and Learning at the University of Southern Denmark   |
| 2015 | Teaching in English at SDU – Human Resource Services, HR development at the University of Southern Denmark   |
| 2010 | Teaching pedagogic, by The Teaching and Learning Unit at the Social Sciences, Copenhagen University  |
| 2009 | Teaching in tutorials, The Fundamentals of Teaching and Learning program, Deakin University, Australia   |
| 2008 | Awarded the Dean's Sessional Teaching Commendation, Faculty of Arts, Monash University, Australia  |

## Teaching experience

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| 2019 | University of Southern Denmark, Department of Marketing & Management: Advanced Market Anthropology |
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- University of Southern Denmark, Department of Marketing & Management: Anthropological Fieldwork Methods
- University of Southern Denmark, Department of Marketing & Management: guest lecturing twice on Social Anthropology
- University of Southern Denmark, Department of Marketing & Management: Supervised 8 BA Market and Management Anthropology students' bachelor projects
- University of Southern Denmark, Department of Marketing & Management: Supervised 1 Marketing Master students throughout the MA project
- 2018 University of Southern Denmark, Department of Marketing & Management: Advanced Market Anthropology
- University of Southern Denmark, Department of Marketing & Management: guest lecturing twice on Anthropological Fieldmethods
- University of Southern Denmark, Department of Marketing & Management: guest lecturing on Business Anthropology
- University of Southern Denmark, Department of Marketing & Management: Supervised 5 BA Market and Management Anthropology students' bachelor projects
- University of Southern Denmark, Department of Marketing & Management: Supervised 2 Marketing Master students throughout their MA projects
- 2017 University of Southern Denmark, Department of Marketing & Management: Supervising 4 Market & management Anthropology bachelor projects
- 2016 University of Southern Denmark, Department of Marketing & Management: Supervising 2 Market & Management: Anthropology bachelor projects Supervising 2 Marketing Master Thesis
- 2015 University of Southern Denmark, Department of Marketing & Management: Teaching Business Anthropology Supervising 4 Market & Management Anthropology bachelor projects
- 2014 University of Southern Denmark, Department of Marketing & Management: Course developer of Business Anthropology
- 2013 Aarhus University, Department of Ethnography: Guest lecturer, Innovation, organisation og arbejde
- 2013 Copenhagen University, Department of Anthropology: Guest lecturer, radio and visual anthropology – on human-animal relations
- 2012 Copenhagen University, Department of Anthropology: Re-designing: Kvalitative & Kvantitative Metoder
- 2011 Copenhagen University, Department of Anthropology: Teacher, content developer and course coordinator of: Kvalitative & Kvantitative Metoder (Autumn 2011) Kvalitative Metoder (Spring 2011) An Introduction to Anthropology (Spring and Autumn semester 2011) Anthropology: Methodology and Analysis (Spring and Autumn semester 2011)
- 2010 Copenhagen University, Department of Anthropology: An Introduction to Anthropology (Spring and Autumn semester 2010) Anthropology and People-Centred Business II: Theory and Translation Anthropology: Methodology and Analysis Organiser and facilitator of APCB Employers' Seminar II: Market Creation. A seminar where students present their work to a panel of both academics with an interest in the field as well as representatives from the business world. Supervisor of: Three APCB MA students' fieldwork 2010-2011 Coordinator and assessor of: Anthropological Perspectives: Danish Culture and Society ( Autumn 2010)
- 2009 Deakin University, School of History Heritage and Society, Anthropology: Asser of coursework done by students undertaking ASS228: Australian people: Anthropolgical perspectives, for Tanya King Tutor, ASS101 Anthropology A1: Culture and Imagination
- 2009 Monash University, School for Political and Social Inquiry, Anthropology: Tutor, INT2050/3050 Mobile Worlds: Migrants, Refugees and the Politics of Belonging
- 2008 Monash University, Centre for Australian Indigenous Studies: Tutor, AIS1020 Aboriginies and White Australia: Complex Colonial Encounters Workshop series moderator and lecturer for International students.