

Teaching portfolio

Teaching experience

Position: Teaching Assistant (Sep 2015 – Feb 2018)

During this employment, I taught the following courses: •Communications theory and philosophy of science (two 2-hour classes per week, spring 2017)•Method and dissemination (one 3-hour class per week, spring 2017)•Organizational theory (two 2-hour classes per week, autumn 2016; autumn 2017)•Branding (one 2-hour class per week, autumn 2016, autumn 2017)•Communication planning (one 2-hour class per week, autumn 2015 & autumn 2016)•Market semiotics (three 2-hour classes per week, spring 2015)•Introduction to rhetoric (two 2-hour classes per week, autumn 2015 and one class a week, autumn 2016)•From thought to action in organizations (one 2-hour class per week, spring 2015).

Position: External Lecturer (Feb 2017 – August 2017)

During this employment, I taught• Project management (one class, 4 hours per week).

Position: Ph.D.-fellow (Sep 2012 – Sep 2015)

In spring and autumn 2013, I taught a total of 30 classes in Communications theory and Philosophy of Science (see above).

Pedagogical approach and teaching methods

always plan and conduct my teaching with the following objectives in mind: 1) Teaching should be research-based and academic standards must be safeguarded. 2) Relevant parts of the syllabus are sufficiently covered during each class. 3) Expectations must be matched between teacher and students so that the students know what is expected of them and what they can expect from the course, me as a teacher and the exam. 4) Teaching should be as dialogical as possible. Thus, I give my students influence on how the course is taught.

Teaching should be anchored in the syllabus, but also supplemented by cases, real-world examples etc. so that well-prepared students also get something out of attending class. Needless to say, it can be a challenge to do research-based teaching to BA-students. Therefore, I am always aim at striking a good balance with regards to using, on the one hand, introductory textbooks and supplementary material, and, on the other, research articles. I adopt the so-called "humanities model for active learning" . This means that I implement and vary different teaching styles. Specifically, I predominantly use a student-centered approach to learning with a decisive emphasis on what the didactics literature calls "a negotiating teaching-style". So, in addition to standard classroom teaching, I encourage my students to do presentations, delegate working group tasks, invite guest lecturers and facilitate case-based discussions in smaller groups. I do this with a two-fold purpose: 1) To break down the divide between theory and practice, thus letting the students come to experience the relevance of the course literature in relation to real-world situations and concerns, and 2) make the students actively reflects on the theories, models etc. in order for them to get a better understanding. For this reason, I see myself as a facilitator (or an expert) since I aim at inviting my students engage in critical dialogue and be responsible for their own learning process. In so doing, I enact what the literature calls "Socratic questioning" in order to create a safe and open learning environment that invites students to actively participate in their own knowledge construction. Some of the courses (i.e. Method and dissemination and Project management) concluded with the students handing in a research report. In these courses, I would usually dedicate time during classes for supervision. I aimed at getting as close as possible to personalized learning.