

# Teaching Portfolio

## TEACHING PORTFOLIO

Henry Larsen, Associate professor, Institute for Entrepreneurship and Relationship Management, SDU

### **Pedagogic ideals**

#### *Teaching as interaction*

Before I came to SDU in 2010 I have for decades been exploring meaningful ways to do something with people, as researcher, consultant and teacher. My interest is to create meaning and action among people and to reflect how the experience makes sense. The methods and approach in teaching is for me linked to the research and consultancy practice in organisations I have been doing for decades between two university employments, and I see it as different parts of one practice. I think that a significant part of the work is to encourage reflections about the actual experiences people create.

#### *Organizing student teaching*

At the IT Products study we work from the tradition of design school teaching, in which the students work full-time in studios. I have experienced this as resonating very well with my ideas, especially when it goes on in crossdisciplinary settings. Then the education becomes a very powerful method of inviting people to learn and reflect about their experience. Core to the studiobased model is the design crit – presentation of progress to peers and professors with critical discussion. Through design crits the students learn to accept and give critique of results as well as reflecting how the way they organised their work influenced the result.

#### *Combining teaching with research*

My research is about how people interact with each other in processes of innovation and organisational change. I do not see this as an activity detached from the teaching. I engage students in the work with organizations, not as illustrations, but as genuine explorations of what is going on, and in organized interactions with the people from companies. Engaging with professionals outside the university is changing the game of teaching, because what the students do is not just for the sake of teaching, someone outside the University is genuinely interested in their work.

In doing this I am drawing on twenty years of experience as consultant and researcher in private and public organizations, and eight years of experience at SDU. Involving students in such activities need to be organized differently when we talk about new students and when we come to their thesis work.

However, on all the teaching activities, I see it as a creative challenge to intertwine teaching and research