

## Jan Møller Jensen - Teaching portfolio

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## TEACHING PORTFOLIO

### Teaching philosophy and experience

“Tell me and I forget. Teach me and I remember. Involve me and I learn”. This quote of Benjamin Franklin reflects my teaching philosophy and how I have tried my best to deliver my teaching through my more than 30 years of employment at SDU. Over the years, I have taught or co-taught various courses within the subject areas of marketing, consumer behaviour, and quantitative research. As can be seen below, quantitative research courses form the bulk of my teaching experience. Considering my expertise in, and passion for quantitative research methods, I feel fortunate I have had the opportunity to teach courses in quantitative research almost every year on various educational programs and at different levels. Teaching those courses on a continuing basis has made it possible for me to innovate the courses’ content, activities, goals and exam forms in a way that enhances the students’ involvement and learning. Let me illustrate this with some examples.

My first experience with teaching marketing research was back in 1990 when I co-taught the graduate course Market Analysis together with my college Professor Tage Koed Madsen. Sharing the belief that the best way to learn market analysis is to do market analysis, we launched the idea of taking point of departure in a real business case and let the student solve this case as part of their learning process. In cooperation with ‘Dalumcenteret’, a small shopping mall located in the suburb of Odense, we introduced students to the decision-making problem: How can Dalumcenteret enhance its share of wallet among households in the Dalum area? As part of the learning process, students were asked to design questionnaires covering the information required to solve the problem statement. Based on all questionnaires suggested, we designed a common questionnaire, which students were organised to distribute among 500 randomly-selected households in Dalum. Students typed all questionnaires into a SPSS datafile and, as part of their exam project, they were required to make the quantitative data analyses necessary to solve the decision-making problem. Feedback from the students, and not at least the quality of the exam projects convinced us, that this approach to the learning process was the right way to teach market analysis. Since then, I have always strived to promote that students design questionnaires themselves and use quantitative data analysis on “real-world” problems related to specific business cases or academic research problems.

The next milestone in my course development was in 2012 when I and my colleague Professor Thorbjørn Knudsen published the textbook Analysing Quantitative Survey Data

(in Danish). The book provides a step-by-step introduction to why and how to apply a wide range of quantitative data analyses, and annotated screenshots from SPSS help readers to implement and interpret the results. Although the book was originally intended as a means of enhancing our Business Economic students' learning of quantitative market analysis, it later appeared that the book also made it possible to teach quantitative data analysis on study programs where the students are less skilled in statistics (i.e. BA in Business, Language and Culture and BA in Media Science).

### **Research-based teaching experience**

*UNIVERSITY OF SOUTHERN DENMARK*

Bachelor: Principle of Marketing (Occasionally)

Bachelor: Methodology and Research Design (2010 -> )

Bachelor: Analysing Quantitative Survey Data (2012 ->)

Graduate: Consumer Behaviour (Occasionally)

Graduate: Quantitative Marketing Research (1990 –2012)

Professional Master: Quantitative Methodology (2010 ->)

*AARHUS UNIVERSITY, SCHOOL OF BUSINESS*

Graduate: Business Research Methods (2008-2009)

### **Experience and practice as a supervisor**

Over the years, I have supervised several student projects including bachelor projects, master theses, seminars and project-oriented internship reports. To create the foundation for a good working relationship, I always encourage students to sign up for an early first meeting to match our expectations, and not least to assess the students' ambitions.

For bachelor projects, few students are making their problem statements in collaboration with a company, but I always inspire the students to create problem statements with their points of departure in real business challenges.

Master students are better suited for collaboration with a company or organization and therefore more than 80 percent of all master theses I have supervised have been in collaboration with a company. If students are not collaborating with a company, they are required to create a problem statement related to a current academic problem area and clearly state how their thesis contributes to theory and how their results may be implemented to solve real business problems. Two master theses have recently led to production of articles in international peer-reviewed journals, co-authored with my students.

Jensen, J. M. & Wagner, C. (2018). "Across-national comparison of Millennial consumers' initial trust towards an e-travel website". *Marketing Intelligence & Planning*, 36(3) pp. 318-333.

Jensen, J. M. & Pizzamiglio, L. (2016). "Reading of online reviews across different product types by Generation Y consumers". *International Journal of Internet Marketing and Advertising*, 10(4) pp. 302-320

### **Other education-related activities**

Study board member for Bsc. and M. Sc. In Economics and Business Administration, SDU, Odense (-> 2016).

### **Study programme responsible for**

M.Sc in International Marketing (1999 – 2012)

BSc. in Business Economy in Odense (2012 ->)

BSc. in Business Economy with major in Strategic Communication (2012->)

BSc. in Business Economy with major in Marketing and Brand Management (2017-)

### **Course responsible**

Seminar in Business Economy

Project-oriented internship report

Bachelor project

Market analysis (BA in Business, Language and Culture)

Quantitative Market Analysis (M.Sc in Economics and Business Administration, ->2012)

Analysing Quantitative Survey Data (BSc. in Economics and Business Administration, 2012 - 2016)

Methodology and Research Design I (BSc. in Media Studies)

Methodology and Research Design II (BSc. in Media Studies)

### **External expert member of self-evaluation committees on study programmes at other educational institutions**

PBA in International Sales and Marketing (International handel og markedsføring) at Lillebaelt Academy (Erhvervsakademiet Lillebælt), June 2018

MA in Tourism at The Faculty of Humanities, Aalborg University, June 2018

MA in Culture, Communication and Globalisation, at The Faculty of Humanities, Aalborg University, June 2018

### **External examiner (censor)**

Bachelor of Science (BSc) in Business Administration and Economics

Master of Science (M.Sc) in Business Administration and Economics

Graduate Diploma in Business Administration (HD)

MA in Tourism at The Faculty of Humanities, Aalborg University

MA in Culture, Communication and Globalization, at The Faculty of Humanities, Aalborg University.

### **Pedagogical Competence**

Since the first pedagogical training during my early years as faculty member, I have built pedagogical competence by having a reflexive and critical approach to teaching and supervising business students, which I have done through more than 30 years. Positions as course responsible and program responsible as well as co-authoring a much-used textbook for University courses serve as evidence of my pedagogical competence. These tasks and responsibilities have also served to constantly develop my pedagogical perspective and skills.