

Teaching Portfolio

Pedagogical idea

My teaching is divided into two different types of teaching: Supervision and lectures. Regardless what the task is, my teaching is signified by structure and adaptation to the target group with a focus on supporting the students in achieving the learning goals for the course as well as giving them competences which they can use in the long run. My teaching is adapted in level and content so that it fits with the role of the course in the curriculum and to the jobs that the programme is aimed at.

Good teaching is well planned. A learning plan with an explicit overview of the contents of the course is an important part of the preparation for teaching a course as it helps the students understand how the contents of the course are related and that the course forms an entity and is not just a range of topics. A structured learning plan in addition gives me an overview of the contents and enhances my ability to refer back and forth in the contents during classes. By doing so, I help the students in seeing the relationships between the elements of the course.

I use the learning plan actively throughout the course. During the first lecture, I present the learning goals for the course and explain how the learning plan supports the students in reaching the goals. I also explain how the exam tests if they have reached the goals. During the course, I return to these subjects when I each lecture at the start sum up where we are in the plan and what the contents of that lecture will be and at the end sum up today's lecture and the subject for next lecture. In the last lecture, I again go through the entire learning plan and explain the structure of the subject area covered by the course.

The purpose of lectures is to support the learning that the students do on an individual basis by working with the various learning aids. It can be difficult for students to get an overview and to distinguish important content from less important content. Therefore, I plan my lectures so that they give an overview while focusing on the important parts of the contents. In addition, I am conscious of making the students reflect on theories and models and to apply concepts so that they achieve deeper learning than they do by just observing the theories and models. I do so by asking questions which go behind and beyond the way that the content is presented in the literature and by discussion of examples from various media and in general use casework and small assignments as activities during lectures.

A good learning environment demands that the students contribute by active and competent participation in the activities set up during lectures. The students can only apply and share knowledge and skills if they have prepared themselves for the learning activities by studying literature and reading and working on assignments as planned. It is important to be open about this expectation to adjust possible misconceptions concerning the required workload.

I support the presentations given in lectures with slides, which I make available for the students about 24 hours prior to each lecture. I emphasize to not read the slides aloud but instead to address the contents for example by asking the students to comment or explain the text on the slides. For example, I provide a list of important concepts and then I ask the students to explain the concepts. I might also ask why they are important and about their origins. If I am lucky, I have a classroom that allows me to show slides and at the same time use the board. In that situation, I can give examples and draw models on the board, while using slides to keep the structure of the presentation. I am aware that there must be sufficient time to talk about and discuss the contents on each slide. This entails that the amount of text on each slide must be limited as must also the number of slides. In line with this, I prepare no more than 9 slides for a lecture of one hour. In general, I try to make my slides so that they can be used as an overview of important concepts and models as well as, if necessary, to-do lists of topics to be covered when the student later in a possible assignment works with a specific topic. The lists do not say anything definitions of the concepts or the meaning of the models. The students have to read them themselves in the books. The lists just say what is needed and can be used for a quick recap of important elements.

The purpose of supervision is to support the student's independent work process typically including academic learning as well as learning of competences for independent work and learning. Supervision must support the student in achieving the learning goals of the course. It is therefore important that the supervisor knows the learning goals and ensures that the student also does so. Regarding courses early in the study programme, supervision should be relatively broad and contain guidance on academic writing and search of literature in the form of explicit feedback to the student about deficiencies in these areas. Later in the study, these things should be in order and the supervision should focus on academic subjects.

An important task in supervision is to find out where the student's problems lie. Some students experience problems related to the work process e.g. with writing, finding literature, etc., while other students need advanced academic sparring. The supervisor should meet the student where the student is and adjust the supervision accordingly. For example, some students need to be matured by being challenged while others become very stressed by open challenges. The supervision process should follow the students' problem-solving process and not anticipate issues they have not yet reached.

As supervision is support to the student's independent process, the obligation to initiate a learning activity in the form of supervision primarily lies with the student. It is also the student who must provide the input that should form the basis for the supervision session in a way ensuring that the time set aside for supervision is used in the best way possible. For

example, the student should prepare specific questions. Concrete feedback from the supervisor requires that the supervisor knows the student's work. And this is difficult without looking at written material from the student. This does not mean that the supervisor should read the text in detail but precisely that supervisor should have to look at text prepared by the student. This means that good input from the student will be in the form of specific questions/items for discussion attached to the text relevant for the discussion.

Teaching experience

Administrative functions related to teaching:

Southern Denmark Business School

1991 – 1993 Chairman of the committee for reform of the BSc in Economics and Business

Administration

1992 – 1996 Member of the Danish committee for the Bsc in Economics and Business

Administration

1993 – 1996 Head of study, Bsc in Economics and Business Administration

1994 Chairman, Bsc in Economics and Business Administration self evaluation

committee

1997 Chairman of the teaching committee at the Faculty of Social Sciences.

University of Southern Denmark

1999 Member of the committee for reform of the BSc in Economics and Business Administration

1999 Member of the Study Board, Faculty of Social Sciences

2000– 2013 Responsible for bachelor projects, BSc in Economics and Business Administration, campus Esbjerg

2006 – 2013 Head of study and chairman of the study board, Economics and Business Administration, campus Esbjerg

2006 – 2015 Member of the teaching committee at the Faculty of Social Sciences

2007 Member of committee for implementation of the new grading scale including teaching in application of the scale and how to develop learning goals.

2007 Member of the committee for reform of the BSc in Economics and Business Administration

2009 Chairman of committee for implementation of the framework for descriptions of qualifications.

2012- 2014 Coordinating head of study, Economics and Business Administration, SDU SDU.

2013 Member of reference group, EQUIS-accreditation

2013 Member committee for revision of quality assurance policy for education at SDU.

2014-2016 Head of study and chairman of the study board, Economics and Business Administration, Campus Odense

2016-2016 Head of study and chairman of the study board, Economics and Business Administration, Campus Odense and Slagelse

2017-2018 Head of study and chairman of the study board, Economics and Business Administration, SDU

Teaching and supervision at the campuses in Esbjerg, Kolding, Flensborg and Odense at the programmes in Product Development Engineering, BSc and MSc in Economics and Business Administration, Business Administration and Modern Languages (SPRØK,og negot), Graduate Diploma in Marketing Management, BSc and MSc in Public Health, and Master in Maritime and Transport Management. Courses in consumer behaviour, marketing management and marketing communications as well as market research, research methods and statistic analysis.

Responsible for a wide range of courses on the above-mentioned programmes including Master's thesis at the programme in economics and business administration.

Pedagogical Courses

Various courses at Southern Denmark Business School

Driver's license for Blackboard 2001

Use of wiki and blogs in teaching 2009

Ph.d. supervision course 2009

Participant at the DUN conference at SDU in 2016 and 2018

Plan for development

Nothing at the time being