

Teaching Portfolio

1. Teaching philosophy

During my part time (2000-2008) and fulltime employment (2009 -) at SDU, and other institutions, I have tried to vary my teaching methods.

As I strongly believe in involving students in the teaching activity, to better learn, I use cases, in-class assignments, between-class assignments, group discussions in the class, breakout sessions and group work with plenum follow up, and provocative statements to convey the theory and message. When appropriate I use e-learning tools to engage the students (e.g. student response systems). I have also conducted study circles (e.g. in International Logistics at Master level).

At university level teaching must of course be research based. However, teaching business students, I also find it important that what I teach must have relevance for practice. Teaching students at Master and Grad Dip courses involves communicating theory and theoretical constructs to students at very different levels and backgrounds. Hence, I as teacher must be able to communicate not only abstract theories and concepts, but also the concrete. This means that I must be able to enable the student to reflect critically upon and understand abstract theories and concepts and at the same time enable them to understand how to apply and use theories and concepts in a daily company setting.

As mentioned, I believe that students learn best when they themselves are an active part in the learning process and thus knowledge creators (active) and not only knowledge absorbers (passive). Specifically, for my teaching this means that I believe that the students' learning outcome is increased most when students are kept active with activities related to the teaching; hence, my various teaching approaches accounted for earlier. Especially this applies for the elective International Field Study course. In this course we apply a variant of problem based learning. The course is set out to introduce students for the challenges of globalization and includes a one-week field study trip to a foreign country. The last four years the field study trip has been to China, India, Vietnam, South Korea and Japan. Examination is oral based on a seminar report, of which some is subsequently transformed and published as a book. The students are themselves collectively responsible for choice of subjects, project management of planning and preparing the trip, including company visits and social arrangements, applying for funds etc. In the course teachers merely acts as coaches and consultants more than lectures. This is the course in which I have seen students learn and grow the most, both in terms of professional as well as personal competences. They learn not only about the theories and subjects, but also valuable personal skills, and not least in another setting than normal. In my personal view, and not least as a former business executive, I believe that more university education in business administration should be directed towards this approach. In other words, I find the active engagement of students central to the learning outcome. I see interaction and dialog as valuable tools in my teaching. By interaction and dialog in the classroom I believe it is possible to support the critical thinking of the students.

The Teaching Learning Program has provided me with valuable insight on my own teaching practice and suggestions for how to improve. Curious on learning and teaching I will in the future continue to challenge my own teaching practice and bring new approaches into play, e.g. the flipped classroom.

2. Teaching experience

I have extensive relevant academic teaching experience covering Grad Dip, BSc, MSc, MBA and PhD levels. The subjects include among others Supply Chain Management, Logistics, Industrial Marketing, Strategic Sourcing & Purchasing, Relationship Management, Supply Chain Innovation, Organizational Development and Operations Management. The teaching has been conducted in both Danish and English.

During my employment in the Danish Army I also gained teaching experience, not least in my time as lecture at the Sergeants and Staff Sergeants Academy, where I was "teaching the teachers".

Further to this, I have presented papers at relevant conferences such as IPSERA, IMP, EDS and NOFOMA. Additional, during my employment at Danfoss A/S, I have conducted many speeches on relevant topics such as Corporate Social Responsibility, Strategic Sourcing and Supply Chain Management.

I also have extensive experience in supervising Grad Dip, BSc, MSc, MBA and PhD students.

In 2012 I was one of the co-drivers in developing the Grad Dip in Supply Chain Management. I am currently head of this

program.

2015 - :Developed and course responsible for the Grad Dip course in Strategic Sourcing& Purchasing (5 ECTS).

2013: Co-developedand course responsible for the MBA course in Strategic Sourcing (5 ECTS).

Subjectresponsible for the practical seminar and final thesis at the Grad Dip in SCM.

3. Formal education in teaching and pedagogical practice

2015: Course for PhD supervisors

2013: Lecture Training Programme, University ofSouthern Denmark.