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Courses i have taught

Advanced market research and Innovation strategy, (taught spring 2016) (English)
Operations Management methods (taught spring 2016, spring 2017) (English)
Product development and Innovation (taught spring 2014, spring 2015, spring 2016) (English)
Marketing (taught spring 2016) (Danish)
Basic applied science 1 (taught autumn 2011, autumn 2012, autumn 2013) (English)
Basic applied Science 3 (taught autumn 2012, autumn 2013, autumn 2015, autumn 2016) (English)
Innovation and Product Development Supplementation Course(taught spring 2017) (English)
Market research (taught autumn 2017) (English)

Counselling

Counselling

Bachelor project counselling on the institute for marketing and management
Counselling of project 1, on the technical faculty

Pedagogical method

My teaching in the courses mentioned in the list above can be divided into two main types. First teaching in lecture form, and second counselling on the practical application of theoretical material in connection with major written projects. It is of course important in the planning of both areas that both the specific target group and the course description are taken into account. This ensures that the teaching objectives specified in the course description are met.

As can be seen from the course list, the majority of my teaching is focused on methodology, both in qualitative and quantitative methods and in the practical application of these methods in market analysis. The following description of my reflections on my teaching is therefore based on the teaching of these courses.

Part of my teaching takes place as lectures. Here, in my opinion, the teacher's task is both to convey the substance of the subject to the students and to facilitate reflection on the presented. In this way students' own learning is supported through the provided understanding of specific theoretical areas, but also understanding across theoretical areas throughout a course. Teaching in the form of lectures is primarily aimed at learning theories and models, which can subsequently be used when solving tasks and structuring problems. Through my teaching, I try to support this deeper learning when I as teacher try to create reflection and interaction in the class that make the students reflect. This happens, e.g. by asking questions that go behind and across the way the subject is presented in the literature. In order for interaction to be used in a meaningful way so that and in fact interaction between teacher and student is created. It is important that the students meet prepared for the teaching and actively participate in this. Active participation in teaching can take place in several ways: The simplest way to actively listen and reflect. In addition, a prerequisite for my teaching to provide learning is that students respond to questions and minor tasks asked in class. In this regard, in my teaching, I use several electronic aids that support this interaction.

In my experience, my teaching produces the best results when it is based on a tight structure and that this structure is available to students as part of the preparation. This also applies to slides that are prepared as teaching support, but it is important to ensure that the students are not confusing lecture slides with the semester literature and therefore ends up replacing it. The actual preparation of a structure both around the specific lessons and on the course as a whole is an important part of the course preparation. In my experience the explicit course structure allows the students to understand not only the specific subjects but also the context and relation between them.

As mentioned above, counselling is another main area for my teaching activity. Counselling differs from my other teaching in the fact that the student is the primary responsible person and he/she has the initiative and therefore expected to deliver the input that will be the starting point for the learning in the process in which the counselling is given. The purpose of my guidance activities are primarily to support the student's independent work. Therefore, I regard it as my task based on the student's presentation, in the best way to assist and support the student. Therefore, a central part of my counselling is to find out if and if possible map out, where the student experience problems in relation to the task to be solved. These

problems can, of course, vary from the simpler ones, such as writing problems, literature searches, etc. In other cases, literature etc., while others may find more advanced problems and, for example, need specific professional sparring. As mentioned, it falls on the student to prepare the counselling, formulating the agenda of questions that needs to be discussed and in particular, taking the initiative to ask for a counselling session. With this point of departure, it is important for me as a supervisor to give the student constructive feedback, and in my opinion this is best based on specific written material from the student. The fact that the guide is linked to written material does not mean that I read through and correct all delivered text, but merely only that my counselling will be based on the material produced: The purpose of the counselling is always to support the student in reaching the learning objectives of the course description, and it is therefore important both the student and I as counsellor are informed about and agree upon these goals.

Pedagogical development

In agreement with the head of the Unit, I will be enrolled in a pedagogical training program in 2018 in order to obtain documentation of pedagogical skills.