

Teaching Portfolio

1. Pedagogical philosophy (Pædagogisk grundsyn)

To me, teaching is providing room for learning. I strive to grow student motivation for reflection and learning. In my teaching, I deliberately quest to put theory into a practical perspective and provide students with a reflective theoretical understanding as a basis for practical problem solution and action.

Based on Herskin (2001), I view student learning as being part of a 'whole', where dialogue directs a holistic approach to understanding and reflection. To me, providing room for learning is to give students tools to reflect on theories and put these in perspective in relation to other theories as well as practice.

Knowledge and understanding of how students learn evolve continuously. According to Biggs (2012), previous discussions argue for learning as an effect of what the teacher does; where student learning depends on how well-organised course activities are and with which professionalism they are implemented. Recent discussions, however, claim learning to be an effect of what the student does. Then, the teacher's role is to organise and create a room for activating and motivating students to engage.

Related to discussions on student employability, Knight (2002) pushes the discussion of learning a little further, emphasizing how learning should also take place in relevant professional networks. This can, for example, be interpreted as requiring the student to meet practical professional networks to learn. This meeting can be facilitated through university courses or by the student herself engaging in study-related activities and spare time jobs.

I often build my teaching on experience-based learning, inspired by the Kolb's (1984) learning cycle. Central to Kolb is his four learning styles which are based on two main dimensions: concrete experiences versus abstract conceptualisation and reflective observations versus active experiments. The four learning styles are also termed: accommodating, diverging, assimilation and converging. Simply put, Kolb regards learning as a process in itself and not an output from a process. On one hand, it's about gaining insights and studying theory. On the other hand, it's about having and using experience. Putting insight, knowledge and experience together, you learn. To create (parts of a) learning cycle during courses requires a pedagogical process guiding students through the various learning styles. By carefully selecting and using different teaching methods, I continually strive to improve the room, I provide, for learning.

All in all, my approach to teaching calls for a deliberate and systematic motivation of connections between academic reflections, teaching methods used and collaboration with external stakeholders and local firms.

2. Teaching and supervision experience (Undervisningserfaring)

My experience as a university teacher is rather broad, covering bachelor and master levels in subjects related to my research in marketing, company collaboration and innovation. I supervise projects and thesis at bachelor (40+ students), master (60+ students) as well as PhD levels (5 students) and occasionally at MBA programmes. Additionally, I have been the internal supervisor to two junior colleagues attending the teacher-training programme.

Table 1 lists the courses at bachelor and master levels, which I have taught or are teaching. Besides teaching in regular courses, I have co-developed and headed the co-curricular teaching project 'Camp GetCloser' which is a week-long camp-event involving 300+ students and 15+ firms (www.getcloser.dk).

Since 2009, I have been co-developer and part of the faculty at the FoodArchitect Programme (<https://kurser.abc.dk/food-architect>) – a course in design thinking and user driven innovation offered at IBC Kurser (reaching product developers in 70+ firms).

Teaching and supervision

Bachelor courses (Business Administration) Year(s)

International Company Collaborations 2012-2015

Innovation Management 2009-2010

Marketing (introductory course) 2010

Marketing (advanced course) 2008-2010

Marketing and Strategy 2005-2008

Master and MBA courses (Business Administration)

Innovation Management (tourism) 2015-2016

Clusters and Networks 2014-2015

Innovation 2011-

Innovation and learning (MBA) 2010

Business-to-Business Marketing (regular guest-lecturer) 2008-

Academic Supervision

Co-Supervisor: Marie Curie ITN Mercè Bornjorn Dalmau, SDU2017-

Supervisor: Industrial PhD-student Steffen M Bastholm, Hydac Denmark A/S2016-

Supervisor: PhD-student Tochukwu (Toby) Ugonna Ogbonna, SDU (never finished)2015-2018

Supervisor: Industrial PhD-student Kiki D Møller, Isabella A/S (assigned to new supervisor)2015-2018

Supervisor: Industrial PhD-student Kirsten Frandsen, Hydac Denmark A/S2012-2016

Supervisor (teacher-training programme): Assistant Prof. Mette S. Nielsen, SDU 2016

Supervisor (teacher-training programme): Assistant Prof. Marianne Storgaard, SDU 2013

At SDU, yearly revisions of course descriptions are to secure updated courses for students at all levels. As responsible for additional courses, listed in table 2, I have experience making and implementing such revisions. Additionally, I have developed and implemented larger course revisions – e.g. the B.Sc. Marketing course which runs on all SDU campuses. The most recent and larger development of this course included new course literature, new exam forms and flipped class room methods implemented across SDU campuses. This development was initiated by a colleague and conducted in close collaboration with additional colleagues and the IT department.

Course responsibilities

Marketing (B.Sc.)

Relationship and Service Marketing (B.Sc.)

International company collaboration (B.Sc.)

Innovation (M.Sc.)

B2B Marketing (diploma in business administration)

Innovation (diploma in business administration)

3. Teaching competencies (Pædagogisk kompetence)

I hold a formal diploma from the 2010-2011 Teacher-Training Programme at the University of Southern Denmark. As part of this programme and later, I have attended additional courses as listed in table 3. I teach most classes in Danish, but hold a Teaching in English certificate (level C1 in spoken English).

Courses in teaching and pedagogical practice (all at SDU)

Teaching in English at SDU (level c1 in spoken English) 2016

Involving methods for creating results 2013

Pedagogical supervision 2013

PhD supervision-training programme 2012

2010-2011 Teacher-training programme 2011

The pedagogy of e-learning: designing your own e-learning activities 2011

Workshop on test forms 2011

Interactive lecturing 2010

Using cases in teaching 2010

In 2016, I was awarded the 'SDU Teaching Award' at the Faculty of Business and Social Sciences at SDU, nominated by students and study board for conducting motivating and dedicated high-quality teaching:

Associate Professor Kristin B. Munksgaard, Department of Entrepreneurship and Relationship Management. She has exceptional academic and didactic qualifications. She makes material relevant for students and gets companies, for example, involved in her teaching. Kristin B. Munksgaard is constantly aware of her students' professional development and she is always ready to help and inspire.

Engaging in the development of different courses and co-curricular teaching has inspired me to explore research on teaching and learning. This has resulted in a few publications drawing on my own courses as empirical material for different pedagogical discussions.

In a co-authored chapter (Piuhl & Munksgaard, 2016), the camp concept as a co-curricular activity is discussed based on learnings and evaluations from 'Camp GetCloser' – a week long teaching event including 300+ students and 15+ firms. Here the focus is on developing students' abilities to connect academic learning to real-life problem solving, and thereby their employability. The chapter develops a framework for coupling learning activities with indeterminate learning

outcomes to curriculum through assessment.

In a conference paper with the same co-author (Piihl & Munksgaard, 2015), we discuss the general political priority and increasing requests met by universities for raising students' employability. Quality and relevance are highlighted as means to achieve this. Here different learning spaces are discussed as routes to achieve relevance and quality through research-based knowledge production in learning activities, which include active training in cooperation with external stakeholders. The study argues for ways to take learning activities in higher education to a next level, by letting practice infuse and seep more into curriculum activities at the university.

Discussions on the creation of learning spaces for theory and practice in relation to the development of e.g. the master course 'Clusters and Networks' appears in a research communication article co-authored with Ingstrup (2015). Benefits and gains from involving external companies as 'living' case in teaching are outlined from both the perspective of students and external stakeholders.

In general, SDU financially supports teaching development projects initiated by teachers, through a dedicated application process. As listed in my CV, I have received funding for developing and organizing 'Camp GetCloser' as well as for developing teaching and exam material for the bachelor course in marketing.

Herskin, B. (2001). Undervisningsteknik for universitetslærere – formidling og aktivering (University teaching techniques). Samfundslitteratur.

Biggs, J. (2012) What the Student Does: teaching for enhanced learning, Higher Education Research & Development, 31(1), s. 39-55.

Knight, P. T. (2002) Summative Assessment in Higher Education: practices in disarray, Studies in Higher Education, 27(3), s. 275-286.

Kolb, D. A. (1984). Experimental learning: experience as the source of learning and development. Englewood Cliffs, New Jersey: Prentice Hall