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## Pedagogical idea/basic view

My pedagogical beliefs build strongly on inclusion, participation and empowerment. I believe in untapping and employing talent and empowering students in shaping their own learning. Development of learning portfolios with diverse elements in line with the UN SDGs (see more in <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>) is important, hence, implicitly and explicitly I try to embed these goals in teaching activities. Individual differences and temperament offer additional diversity and challenges in learning.

I try to incorporate sets of pedagogic practices to match different characteristics and learning types (see e.g. Keltinkangas-Järvinen, 2006a) with the goals of the courses. Learning aims at developing useable and valuable skills and competences. In the teaching context, both individual and group-based exercises and tasks allow students to engage and employ their resources in a multi-sided manner.

The possibility to integrate external experts, guest lecturers, and exchange students is an enrichment. They bring in a natural manner different viewpoints, experiences and theory angles into discussions and exercises. This can be highly fruitful and motivating, it can also offer internationalization at home.

Student participation in, e.g. case studies and presentations, is meaningful to empower and engage them and train their skills for the work life. Therefore, I believe in developing interaction and self-efficacy. Interaction across the individual-group-class range, even with external partners, is vital for developing more co-creation and a sense of "doing". It is important to incorporate feelings of success and participation in different little elements to foster positive learning experiences and joy of learning (Keltinkangas-Järvinen, 2006b).

The pedagogical considerations that govern my choices stem from fairness, the joy of learning and identifying meaningful learning. Learning can also be doing, not just theoretical. I wish to promote aspects such as respect, self-efficacy, analytical and critical thinking.

My role as a university teacher involves dimensions of a guide, trainer, moderator and motivator. I do not believe in deficit and error-detection focus in my area of teaching, as I am teaching social sciences. Re- and up-skilling is more important. I consider that we learn together while my role additionally pushes students to overcome their demotivation and previous limits. Discovering new things and stepping aside from the convenience zone can be fun and interesting and sharing that with students links to my role as a teacher.

I expect students to have a reason to study, and willingness to get forward by investing more thoughts and efforts in their learning, each one according to their capabilities and resources. I expect students to develop as human beings and as professionals.

University courses incorporate a complicated set of obligations, motivations, contents and goals that create diverse challenges and opportunities. A system that builds strongly on voluntary participation underlines the need for motivation and positive guidance. In general, Nordic approaches on education offer a lot of positive potential.

Teaching that can address timely and relevant issues in a flexible manner provides nice possibilities for connecting the dots.

## Teaching experience

The current teaching activities relate to supervision of PhD and master students and the following courses at SDU: Comparative business environment, New business establishment, International business strategy, Applied analytics, Global entrepreneurship, Semester theme 2, Globalization and entrepreneurship 2, Globalization and entrepreneurship 3 and Marketing.

As part of the academic collaboration I have co-developed and taught the CIIBE Contemporary issues in international business and entrepreneurship course at Lappeenranta University of Technology, Finland in 2020 and I participated in the Jean Monnet Erasmus Plus project at University of International Business in Kazakhstan in 2019 developing teaching on international entrepreneurship. In 2019 as part of the SDU delegation, we also organized and run a PhD seminar at Shanghai University in China.

Before SDU, I have teaching experience from Germany, Finland, USA, Portugal, China, Kazakhstan, Sweden, Greece and Denmark. I have taught executive and regular students, bachelor, master and PHD students, first year students to mature and part-time students, and classes with local students to international classes with numerous ethnic backgrounds and combinations. My classes have taken place mainly in English but also in German, Finnish and Greek. My class sizes vary from 8 to 225 students and I have taught in both public and private universities.

I have participated in the development of the curriculum at the Global Innovation Management-program at the Turku School of Economics, University of Turku. I was involved in developing e.g. KVS5 Managing International Innovation Development 6 ECTS, KVS54 Special Themes in Innovation Management 2–6 ECTS, KV40 first National Systems of Innovation, later developing Diaspora resources, Innovation and International Business 4 ECTS, KV41 first Organisational culture and cross-culture management, later developing National Culture and Cross-Cultural Management, Perspectives on transnationalism and diaspora 4 ECTS, and co-creating KVS16 Perspectives to the Finnish Innovation System 6

ECTS.

This includes Bachelor and Master thesis supervision and student integration in the “my teacher” system, and a virtual bachelor thesis seminar, and on-line student coordination system “GIM Paradise”, Finland, on Facebook.

Beyond that, in my teaching portfolio I have:

Open University at Turku School of Economics, teaching intensive course Introduction to International Business (full responsibility).

University of Bremen, Germany, co-development of Diaspora Entrepreneurship master seminar and visiting lecturer for the course, in English and German (student presentations of their final reports). Supervision of Bachelor thesis in the co-developed course.

University of Patras, Greece, visiting lecturer for marketing, especially strategic marketing for master program. In English and Greek.

Methodological development: critical event analysis development for the PHD and resulting publications (e.g. Halinen, Törnroos & Elo, 2013).

Development of interdisciplinary research with the department of ethnology, University of Turku.

Case study development at Heinrich Heine University, Germany in cooperation with Prof. Günter.

On-line teaching in FHDW Master program, Germany, (SABA, CISCO)

As an experiment, one objective is to employ image assignment exercise for the self-reflection and mind-set for IB teaching in the European context (Elo & Riddle, GWU Age of Globalization, AOM 2017)

I have developed a set of values that I use, which relate to: mutual respect, sharing and co-developing interests, intrinsic motivation, interaction, cooperation, responsibility, preparation, searching and finding, and the shared joy of learning. Even in large classes there is the possibility to shape the course following IKEA’s strategy so that “nobody leaves with empty hands”, providing such a menu that can be linked to the kind of inherent hunger that young people possess while allowing personalities to be diverse. In general, I use a lot of interaction in the classroom to engage students (if large classrooms, then with technological instruments/systems e.g. TOPHAT) and I try to engage smoothly also those who come from another culture and avoid contact, for example, by incorporating issues of their socio-cultural/economic expertise. Short class-based cases (e.g. from Hollensen, 2017), real-life consulting cases, interactive group work, problem solving exercises, comparative analysis, team presentations, external visitor debates, involvement of businesses and other experiential methods serve as part of the instruments that I use. Additionally, visits to relevant places, such as World Bank, Museum Plagiarium, manufacturing plants and other, serve well. Immersion, active participation and finding outcomes triggers and facilitates learning and brings joy and inspiration. Naturally, I also attempt to develop my pedagogic skills via conferences and readings (e.g. via AIB IB teaching track 2017 Dubai and the TAL conferences).

Concerning the students and their perspectives, I have following teaching objectives:

- One key teaching objective is to trigger the big picture formation for the student (e.g. reflecting the UN SDGs), the generation of individual level mapping of the whole that helps with the orientation and understanding- this kind of understanding will remain even if details are later forgotten, therefore its usefulness is higher.
- Another objective is to communicate structure, contexts and expectations regarding the course and stimulate the first framing for the students. This includes the reasons why the course is relevant for all- fairness and clarity are important objectives to enable smooth workings.
- Teaching needs to foster interest, curiosity, motivation, joy of understanding and being capable of solving related problems and initiate an intrinsic learning mechanism- when a great to be here- atmosphere emerges the classroom may pull less motivated students to participate and develop their interests.
- Tapping the potential of the students and making it visible for themselves so that they can better employ their talent is another objective. Many students are not aware of their potential due to various reasons such as pre-given rigid framings in education, personal insecurities, and the lack of self-reflection.
- Going outside of the convenience zone, outside of the box is something that is needed, as it helps all kinds of students to develop their competences and generate self-confidence for both failing and succeeding and coping with both. My objective is to develop case- and field studies together with industry and trade to develop this type of learning.
- If international class, the objective also includes advancing learnings on international interaction and cooperation. International partner- and team projects can take the skills and capabilities of the students to another level, even implicitly.
- One objective is to test and employ consistency theory on IB teaching setting (see Elo, M., Benjowsky, C., & Nummela, N. (2015). Intercultural competences and interaction schemes—Four forces regulating dyadic encounters in international business. *Industrial Marketing Management*, 48, 38-49.)
- As an experiment, one objective is to employ image assignment exercise for the self-reflection and mind-set for IB teaching in the European context (Elo & Riddle, GWU Age of Globalization, AOM 2017)

Concerning my teaching competences development, I have following objectives:

- Advancing neuroscience and psychology-findings on e.g. psychological safety in my teaching portfolio.
- Developing cloud-based and other interactive learning tools applications and on-line instruments in teaching.
- Developing field-based teaching instruments and their application.
- Employing and further advancing multicultural and multilingual teaching abilities.
- Developing learning dissemination and cross-dissemination skills across nationalities, gender and physical-virtual location.
- In total, I try to excel and develop skills on both sides of the classroom.

Beyond extant courses, I try to develop a summer course relating to globally mobile ideas, transnationalism, diaspora business and entrepreneurship and globalization.

Cooperation projects combining business/policy actors with university students are a tool that I have successfully employed in teaching and employ further, also in international context. Combining European, American and Chinese perspectives for teaching can bring additional synergies and potential for fruitful cooperation also across universities.

## **Pedagogical competence**

I have received the pedagogic qualification for a professor in Germany. Since then, I have updated my pedagogical competences within different universities.

I have received the certification and title of a “docent” (e.g. adjunct professor/Privatdozent) from Åbo Akademi University, Finland, based on my research and teaching.

I attempt to freshen my pedagogic skills via diverse projects and conferences. I co-chaired the AIB IB teaching track 2017 in Dubai with Prof. Riddle, GWU, where an intensive participation and interaction with the pedagogic side of IB was present.

In 2019, at TAL, SDU, I presented the preliminary findings from the collaboration with Prof. Joan Löfgren, Aalto University concerning virtual thesis groups and their management. Our presentation focused on: “Virtual/Semi-virtual Thesis Groups and Their Process Management -Perspectives and Best practices”.

In TAL2020, I participate as a panelist and a presenter, bringing in teacher and student views on SDGs and student empowerment.

For further development, I study materials on voluntary basis on e.g. gender, ethnicity and bias.