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Teaching profile and philosophy

I aim to provide an interactive teaching environment that enables students' active involvement during lectures and other teaching activities. Through this I aim for 'student ownership' of course content. In my experience this increases the students learning ability as well as their recollection of the course curriculum (Ramsden, 2003: 173).

Some of the practices I employ to support this philosophy include:

- Short exercises in which the students reflect on the texts or specifics in a text
- Decision scenarios with emphasis on application of theory
- Interactive (student-student and student-teacher) elements in the teaching activities – also during lectures in large classes (+200)

This philosophy and the practices have guided my course development in undergraduate course as well as in graduate course and this also provides the foundation for the everyday lecturing in both large and small classes.

Teaching experience

I have held teaching positions at higher educational institutions since I handed in my bachelor project in 2002 and have taught at the university level since 2005 when I handed in my thesis (see CV). I hold a wide experience in lecturing at different levels; vocational programs in nursing, undergraduate and graduate level, master programs and PhD courses and workshops (see research portfolio). My teaching experience also includes lecturing to students from both, humanities, Journalism, Biology and of course Economics and Business Administration. Building on my educational background, I have been involved in the multi-disciplinary teaching curricular of the different research units at the department of Marketing and Management since I gained employment. Accordingly, I have lectured in courses such as 'Organisationskommunikation og vidensledelse I & II' at Media Science and 'Introduktion til Marketing og erhvervsøkonomisk metode' in relation to the minor subject program in 'Marketing, Branding og Kommunikation'. Additionally, I have had the pleasure to be responsible for the course 'Markedskommunikation' (See appendix I) and lectured in 'Marketing and Culture' in connection to graduate level programs in Economics and Business administration. In addition to this, I have been responsible for the course 'Introduction to Marketing' in relation to the Master program in Editorial Leadership. Thus, I have a great deal of teaching experience in a broad area of relevant teaching activities parented by the Department. Through this wide teaching curriculum, I have demonstrated the ability to thrive, contribute, and be inspired by a multi-disciplinary teaching and research environment. However, from my PhD period and forth, my teaching curriculum has been narrowed to focus primarily on the teaching activities related to the IBE research unit. Accordingly, the most recent teaching curriculum includes 'Globalization and Entrepreneurship 3' (GLO3) at the Faculty of Engineering, 'International Entrepreneurship' (See appendix II) and 'International Market Relations' (See appendix III) both considered key courses in the graduate level profiles related to in international business. I participated in and passed SDU's lecturer training program in 2013 (See appendix V & VI). Throughout this program I aimed towards adding lecturing competences directly linked to my teaching curriculum. Accordingly I have had training in presenting to large audiences through the course "Kroppen i undervisning" (See appendix VII) since lecturing to big audience has been employed widely at both undergraduate and graduate level Economics and Business Administration. However, this has not kept me from employing an interactive approach where mini cases and competitions on the knowledge of core theories drive both student-teacher and student-student discussions and interaction. Apart from the big lectures in 'Entrepreneurship og Forretningsforståelse' (See appendix VIII), 'International Entrepreneurship', and 'International Market Relations' I have also held smaller lectures in 'GLO3' where participants are graduate level – 9th semester engineering students – and there are typically no more than 15 students in each class. This course is structured in four hour sessions and I have devoted 50% of the time to discussions, group work, exercises, and other relevant activities. All activities are based on the results from the PACE project (See research portfolio) to which I am affiliated and assist the students in trying out theories and concepts themselves instead of just reading about them. In collaboration with a colleague, key parts of this approach have been formalized aiming at implementing some of the principles in larger teaching settings (+100 students) at graduate level and have also been used as instrumental in restructuring an undergraduate introductory course (+200) (see section 'Developmental projects'). In relation to my teaching obligations I have been certified as having an acceptable level of proficiency (See appendix IX). As a supervisor, I have a lot of experience in supervising bachelor projects, elective seminars, master theses, as well as project and trainee periods. My role as a supervisor includes a number of elements but usually supervision has point of departure in as discussion of and a general guidance in how to

write an academic report. This also acts, as probe into the individual student's competences as I strive to tailor the supervision to the individual students needs. Throughout the supervision period, I engage in discussions with the student on how to approach the ongoing task of writing the report. As a supervisor, I provide concrete feedback to key excerpts from the student's own manuscript, which he/she has to more or less choose themselves. I make an effort to decide on distinct milestone in the project with the student and set firm (negotiated) deadlines for these throughout the supervision period. Throughout this collaborative effort the student is trained for workflow processes they are likely to encounter in their future careers (See 'References': Anna Lund Jepsen). Teaching activities also include evaluation of students and I have wide experience in grading and administering exams at the university level. Hence, I have experience in individual oral examination both related to Thesis and Bachelor defenses as well as end-of-semester graduate level examination in a specified curriculum (Internationale Markedsrelationer, spring 2012). I have also graded various types of written exams and take home assignments. As a consequence of this extensive teaching experience I have been appointed as external examiner in 'De Erhvervsøkonomiske Censorkorps' (See appendix XI).

Developmental projects

One of the main themes in SDU's lecturer training program was alignment - alignment between aim of the course at hand, the teaching activities and the exam form. In close collaboration with Mette Vedel, these considerations led me to experiment with both the teaching activities and in particular the form of examination in the graduate level (7th semester) course 'International Market Relations'.

In the spring of 2012 Mette and I became responsible for teaching activities in relation to 'Internationale Markedsrelationer' when this course was taught in Danish. After the summer examination, we redeveloped the course to conform to the faculty guidelines stating that all graduate level teaching is to be conducted in English, and also included some mini discussion cases. Students were evaluated via an ordinary individual oral exam (20 min preparation and 20 min examination, scaled grading) that included 'lottery-style' draw of exam-question.

The course was redesigned aiming to build the competencies that the students would need after graduation. In following this idea, the course was restructured to encourage interactive learning in teams of five students as we believe that many students will spend their professional lives working in different group settings. We aligned the aim of the course, teaching activities, and form of examination towards this setting. The course typically enrolls around 110-130 students. It is now organized as traditional lectures that lay the foundation for the student's ongoing team-work. The students are offered four cases among which they can choose according to their interests. Via a speed-dating module student now en-roll themselves in teams building on their interests, level of aspiration etc. (See appendix XII). Each group is set to present their case, peer another group presentation, and write a 10-page hand-in after incorporating the peer comments. These activities now form the pre-requisites to the final exam. The final exam is now an oral group exam with individual grades. The oral examination takes point of departure in the group hand-in and includes both individual questioning and group discussion questions. This type of work and form of examination has been received very well both by students that excelled but also students that fail to do so at the exam. Many graduates have argued that the course to a great extent gave them a lot of insights not just on the theories and models but also on their applicability. However, they all indicated that it was hard work all semester long.

I participated in a PhD doctoral course in entrepreneurship education (See appendix XIII) as part of SDU's lecturer training program. This has formed the basis for developing courses related to entrepreneurship. Accordingly 'Entrepreneurship & Forretningsforståelse' has been heavily revised since I became course responsible in the fall of 2012 (See 'references': Anna Lund Jepsen & Simon Møberg Torp). To fund the reorganization of the teaching activities, I have applied for and received the Dean's teaching funds on two occasions. The first development project (dkk 120.000) supported a more coherent introduction of the core disciplines in economics and business administration to the newly enrolled students in the first semester course 'Entrepreneurship & Forretningsforståelse'. To support student ownership of the course content, the semester is introduced with a business idea generation camp in collaboration with IDEA. At this camp students are enrolled in entrepreneurial teams and generate their own business idea based in a predefined industry. This idea then forms the basis for the student team's own semester project. The course content - marketing, methodology, introduction to databases & web-search engines, and finance is presented in traditional lectures. Through supervision and discussion with student teacher, each group must qualify their business idea using these tools-of-the-trade. The exam paper is the result of this process and is presented in a 25-page report. The timing of the course allows interested student groups to submit their final business idea to the annual Venture Cup competition (See appendix XV). This teaching development project was submitted and presented at the 1st EFMD Entrepreneurship Education Conference held at Babson, Boston, MA. This international teaching conference provided valuable feedback, new ideas, and contacts to other entrepreneurship educators employed at different institutions (See appendix XVI). The second project (dkk 45.000) implements a study-start test in the course 'Entrepreneurship and Forretningsforståelse' aimed at heightening the newly enrolled student's awareness of - and build their competencies in - key academic activities. To align with the other teaching activities, this study start test has been implemented as a group assignment (individual grading, passed/not-passed) where each group is set to solve a number of assignments related to their own semester project. These assignments include, use of different literature engines search, critical reflection on theories, and meeting formal guidelines of academic report writing (See appendix XVII).

The experiences from these development projects and my research interest into entrepreneurship education will act as basis for further developing the IBE course curriculum to prepare students to meet contemporary needs and demands of relevant employers. In pursuing this aim, I will attract funding from 'Fonden for Entreprenørskab' in the spring of 2016. This application will hone in on the role 3D printing in international start-ups I plan to implement a section on this topic in the course 'International Entrepreneurship' and attract funding to build teaching cases on established firms, guest lectures from founders, and student trips to established INVs. These activities serve a dual purpose since the subject area is a direct

extension of my research portfolio.

Administrative positions

Currently, I am course responsible for three courses building on the structure of 'Entrepreneurship & Forretningsforståelse' (See appendix XV). Each fall 'Entrepreneurship' is available at the under graduate program in Economics and Business administration in Danish – 'Entrepreneurship & Forretningsforståelse' – (since 2012) as well as in the English program; Entrepreneurship & Small Business Management (since 2013). In addition to this, the course has been re-sculpted – in negotiation with the relevant head of study (Sharon Miller) – to fit in the mixed business management – humanities (language) under the graduate program Negot. In this program Entrepreneurship was introduced this fall as a new course entitled 'Introduktion til Erhvervsøkonomi med entrepreneurship'. Throughout the three-year implementation process, it has been necessary to consider the cost and benefit of various parts of the restructuring. This has provided me with valuable insight into the increasingly important exercise of weighing quality of the teaching activities whilst saving cost on the teaching expenses. As course responsible, I have also been evaluating applicants for student teacher positions in 'Entrepreneurship'. A minimum of ten students teachers are employed in relation to the teaching activities in 'Entrepreneurship' each fall. Over the past years, I have evaluated more than 40 applicants. To secure that valuable knowledge is passed from one year to the next, I have structured recruiting aiming at retaining experienced student teachers (as team leaders) whilst continuing to hire in young students that have excelled in the very early stage of their education. Consequently, the student teacher team is now very coherent and leadership is held naturally by the experienced – often graduate level – student teachers. I have acted Bachelor project coordinator for the last three years. This includes presenting the IBE research units predefined bachelor themes to the students and allocate these to relevant supervisors in the research group. During the past two years, student numbers have risen substantially leading to increased difficulties in allocating relevant supervisors. In collaboration with the head of research Tage Koed Madsen, this has been tackled through allocating external supervisors to ease the supervision workload of the group member. Concurrently to this, Mette Vedel and I have held trials on an alternative supervision template. Accordingly Mette has defined a theme related to her research. The students choosing these themes received supervision from Mette in the initial phase after which they were allocated to an external supervisor or a research assistant, Ulrik B. Nielsen. This template has proven effective in terms of providing quality supervision to the student whilst saving precious time for the IBE group members. Because of this promising potential we have agreed on implementing a formalized version of the template in the near future (See appendix XVIII). During the past two years, I have also been responsible for the undergraduate profile in international business. As profile responsible I have also had the pleasure of evaluating credit transfers for potential study abroad students in international business. This has led to frequent and constructive dialogues with students and the study board. Additionally, this evaluation process has led to investigations into the curriculum of both partner universities and other international research institutions. The position as profile responsible also includes fruitful meetings with colleagues who are responsible for the core course of the profile to secure the coherency of the profile. In relation to this, I have also held negotiations with the head of study Jesper Pihl aiming to align the International Business profile that runs parallel with our profile at SDU campus Kolding. These negotiations provided valuable insights into how political issues at the university level often have strong influencing power on the structure of education programs. These insights both from internal negotiations and inspiration from foreign institution's education program will of course be used in navigating future negotiations related to IBE's course curriculum and the developments thereof.