Teaching portfolio

My philosophical understanding of higher education is that it cannot thrive without a participatory approach to learning and inquiry. It must be excessively intellectual in its insistence on higher-order states of mind, critical thinking, and self-reflection, established through depth, critique, and a questioning attitude towards knowledge. Depth and critique involve questioning disciplinary and discursive formations which underpin, structure, and govern knowledge and learning, and the creation of new knowledge that may challenge those very boundaries. Depth and critique may also be enhanced by the Socratic method of sceptical questioning, driven by a persistent desire to refine and redefine a proposition.

Tourism higher education is an endeavour that seeks to empower students to learn how to learn from lifelong and in lifewide perspectives in an unpredictable world. Learning is not only attributed to teaching, or the acquisition of scientific knowledge in the classroom, but it remains a possibility that must be. Lifewide learning adopts a holistic approach to learning by insisting that at any point in time, for example, while a student is engaged in higher education an individual's life contains many parallel and interconnected journeys and experiences.

My principal aim for the tourism higher education is to educate today's students to become philosophic practitioners of tomorrow. Therefore, it is important to create a learning environment that takes the challenges of that future practice into account from both research and practice perspectives. As such we have developed, and will continue to develop, a unique approach to learning that we choose to call Participatory Inquiry.

Participatory Inquiry is an inquiry based learning process that interweaves Knowing, Doing, Making and Relating, and leverages the participatory nature of communicative interaction between people. Learning emerges as thematic patterns of meaning or Knowing in the ongoing relating between those involved in such an inquiry: Relating. Participatory Inquiry brings co-design processes, methods, tools and interventions into play in order to explore and expand the inquiry. In this regard learning is also considered as understanding in practice and as situated in that practice: Doing and Making.

Participatory Inquiry is a collaborative, project oriented, task and practice-based process of inquiry, driven by action research that engages both faculty and students in a co-generative and co-learning research and development endeavour. A process of inquiry that enables the students to bring theory acquired from their lectures or analysis based learning into play with the theory and skills they discover through their own practice. Students are encouraged to identify tasks and opportunities that are open ended or "wicked," in that a number of resolutions can apply.

Students pursue their inquiry by moving from experiment to experiment as they open up and explore a range of perspectives on that inquiry. In the process they engage, direct and critically reflect on their learning and on the social dimensions of working with others as they navigate the highly contingent, dynamic and emergent flux of a tourism design, innovation or research task, or simply a field of inquiry. A field of inquiry that can either be used to explore the analysis of research phenomena or to enable the development of concepts and solutions for tourism design or participatory innovation tasks.

Pedagogy and Learning

Throughout my teaching career, I have promoted a culture of learning, creativity, and ethical conduct. I see higher education as a collaborative undertaking that primarily involves social processes of facilitating interest, maintaining motivation and engagement by students. Those engaged in a collaborative venture are expected to learn from and implicitly teach each other. This is informed by the socio-cultural learning theories formulated by Piaget (1972), Vygotsky (1992), Lave and Wenger (1991), Perkins (1996), Salmon (2002) and notably Dewey's concepts of reflective thought and action. These theories focus not only on students' differing learning styles but more importantly, on the learning environment and the advantages of collaborative learning. The key elements are interaction, creating something jointly, critical thinking and collaboration between students and teachers, whether in the classroom, the library, the workplace, in virtual learning environments, etc.. Such reciprocal approach, in which the students and teachers need not to be seen as equals, but mutually engaged individuals, nurtures students' ability to listen, learn, wonder, and critically reflect in solitude and in different academic communities of learning. I always encourage students to embrace complexity and identify ways to use their personal resources in order to become co-producers of knowledge. My constructivist, experiential leaning pedagogy is supported further by phenomenology (Merleu-Ponty, 1962), where learning practices, attitudes and technology mutually inform each other. Since 2009, I have been experimenting with the use of web 2.0 in tourism higher education, which is well documented in my research publications. Web 2.0 refers to the principles and practice of facilitating information sharing and social interaction by users generating, altering and uploading web-based content whereas its predecessor, web 1.0 limits users to the passive viewing and download of largely copyrighted information. Web 2.0 learning activities are characterised by 'bottom-up' production and negotiation of meaning by collective intelligence and by the continuous application, reuse and transformation of material across contexts. Designing teaching and learning with web 2.0 places in an active role with increased opportunities for expressing themselves on a subject and for discussing interpretations and points with their fellow students. Online activities with social media can help create a framework for individual student preparation. This increases the visibility of students' efforts between teaching sessions and places focus on continual immersion and learning rather than final examinations. Online activities can assist students in finding the time and forum to immerse themselves in the material in ways which are often not possible during traditional classroom sessions. Furthermore, online interaction challenges students' attitudes and understanding of topics while meeting deadlines clearly defined tasks and deadlines. Often, it is necessary to discuss and agree on a code of good,

ethical behaviour online (forms of cooperation, tone, communication, knowledge sharing, respect, and deadlines), referred to as 'netiquette'. Many students need to adjust their language from that used leisurely in social media to that used in the same type of media in a learning context. This implies a shift from quick and superficial communication to a more reflective and academic language as well as critical thinking. Web 2.0 tools and learning spans from individual contemplation and reflection in, for example, a personal portfolio to collaborative learning in connection with the creation of a knowledge base in a wiki, where students must discuss and agree on the correct interpretation, content and structure etc. My teaching philosophy and pedagogy finds particular resonance with tourism studies, which are predominantly based on multi-and interdisciplinary research with a strong vocational origin. Examples are provided below. The first two illustrate my use of web 2.0 in tourism higher education and research, based on the development and use of an open platform, entitled INNOTOUR. My instigation and delivery of thematic Massive Open Online Resources (MOOCs), some of which were dedicated to values-based learning, and available at the INNOTOUR platform.

Courses

Lecturing and curriculum development at undergraduate and graduate levels:
•Sustainable Tourism Development
•Tourism and Leisure Management
•International Tourism
•Tourism, Culture and Events
•Tourism, Innovation and Business Models
•Current Issues in Tourism
•Tourism Co-Design

PH.D. Supervision and Assessments

I have successfully supervised the following PH.D.s:
Bente Bramming (2005-2010), Carina Ren (2006-2009), Bettina Munch (2012- 2016) Ane Dolward (2012-2015). Tanja K. Nielsen (2016-2019).
Co-supervisor, Eva Duedahl (2017-present).
Supervisor for Post Doc. Niels Christian Nielsen (2007-2010).

External PH.D examiner: Xavier Palomares, University of Girona, Spain.
Paulina Bohdanowich, Royal Stockholm Academy of Engineering, Sweden.
Rune Andersen, Dept of History, SDU.

2005-2010: Co-founder Doctorate Research School for Studies in Marine and Coastal Environment, Heritage and Sustainable Tourism (MAST), with professor Poul Holm, University of Southern Denmark.

Study Board Administration

2003-2016: Study administration. Responsible for the development and implementation of BA and Master programmes in International Tourism and Leisure Management, SDU.

2010-present: Head os Studies. Study administration. Responsible for the development, implementation, and accreditation of SDU's first European Erasmus Mundus, and Erasmus+ programme, European Master in Tourism Management.

2009- present: Development and management of MOOCs with TEFI and BEST EN at the INNOTOUR platform.

Awards and Certifications

2020 Nominated for the first SDU SDG17 Inspiration Prize by the Faculty of Humanities.

Winner of the 2010 National E-Learning Award in Denmark – the INNOTOUR project.

2016: Certified teacher in English at the highest level (C2).