Teaching philosophy and pedagogical idea

Basic view
For me, one of the major aspects of research-based teaching is the necessity to ground the introduction of theories in applications from actual research, allowing students not only to better grasp the background of these theories but also to actively apply the theories. Therefore, I always aim to teach and develop courses such that they enrich the students' perspectives through the tension of my interdisciplinary research and research background. In particular, I like to use cases from research to provide interesting and societally relevant challenges to the students. I always aim to supplement the research perspective with a practitioner perspective by integrating guest lectures with industry practitioners closely with the contents of the surrounding regular lectures.
During actual interaction with the students, I encourage them to be engaged, reflective, and critical regarding the course contents and provide them with feedback at precisely the level that can lead to individual learning growth.

Teaching in the context of qualitative market research
The main goal of the course is to equip students with the means to define, design, and execute their own research projects using qualitative methods inspired by ethnographic traditions. This is among others a preparation for successfully executing an MSc thesis in the economics and business administration area.
In the course Market Ethnography, I integrate my research experience and practice into all aspects of the course. I use ethnographic methods in the vast majority of my research project, studies etc.
In relation to Healey's (2005) four quadrants, given the emphasis on both an active participant role of the students and on the research process, this approach is clearly a research-based approach. This is echoed by the course description, which emphasizes the students acquisition of research process-related skills.
My approach in the course is very much dependent on close collaboration between the teaching researcher and the students as well as the organization of research. The presentation of actual research results takes a clear back seat in this particular course. In Bering Keiding's didactic triangle, the approach is, thus, to be located in the lower right corner.
The separation into knowledge creation and knowledge transmission according to Brew (2003) is not meaningful in this case, as the student acquires knowledge by creating new knowledge through qualitative ethnographic research. The distinction between Layer, Domino, Journey, and Trading is likewise not meaningful, as all aspects are integral parts: students need to understand both research problems and processes, solve the problems that occur on the way, experience the journey by spending time in the field, and, finally, communicate the results of their research projects in a sensible way.
I expect from my students that they have a basic knowledge of qualitative methods as well as an understanding of sociological theories. This is not the most crucial aspect, though, as the value of the course unfolds in the interaction between students in their research project groups and between students and teachers. Here, the concept of critical reflexivity is paramount, as I encourage the students to critically think about all aspects of the research project, leading to an iterative refinement of the research project on the way.
In relation to the super complex world, the main skills this course teaches is how to create new knowledge and frameworks for understanding and theorizing while being grounded in empirical data collected from the field. One of the main vehicles of achieving this ambition is the extensive use of triangulation - both of data, methods, researchers, and theories. Data is to be collected employing different methods. The research team complements each other by critically comparing data, as well as by jointly and separately coding and analyzing said data. A multiplicity of theories aids the students' efforts in sense-making and introduces a deductive element into the research and learning processes.

Reflections on online teaching
I strongly believe that students profit from being active during all the phases of the learning process. Activating students in large classes is always challenging, though. And these challenges are aggravated in the case of online teaching for a variety of reasons: (a) students have never met each other or the teacher in person and lack rapport; (b) students are geographically and culturally dispersed; (c) students are very shy to start their cameras or even open the microphone to interact in class. Thus, in my experience, it is necessary to transition from a focus on in-class questions and in-class discussions by splitting students into smaller groups and combining a variety of e-learning tools and platforms to foster (inter)activity.

Teaching experience

Courses taught

Spring 2021	Market Ethnography, MSc level, 10 ECTS, 85 students
Fall 2020	Advanced Brand Management, MSc level, 10 ECTS, 94 students
Spring 2020	Market Ethnography, MSc level, 10 ECTS, 87 students
Fall 2019	Advanced Brand Management, MSc level, 10 ECTS, 89 students
Spring 2019	Market Ethnography, MSc level, 10 ECTS, 84 students
Fall 2018	Advanced Brand Management, MSc level, 10 ECTS, 117 students
Spring 2016	Market & Communication Ethnography, MSc level, 10 ECTS, 106 students
Spring 2014	Market & Communication Ethnography, MSc level, 10 ECTS, 99 students

Students supervised

Fall 2014 - Spring 17 MSc theses of 30 ECTS each
2021

Spring 2016 -   5 BSc theses of 10 ECTS each
Spring 2017

Spring - Spring   182 group projects
2021

Development of courses and materials

As the main teacher for nine editions of three MSc course I have participated in the revision of course structure and course descriptions in order to improve alignment with both learning goals and teaching methods, as well as with adapting courses and materials to the challenges of online teaching.Furthermore, I am always striving to find innovative solutions to improve the impact of my teaching. As an example, consider the course Advanced Brand Management, which is heavily based on introducing advanced theory from the field of brand management. The students were challenged by the apparent lack of connection between theories and actual brand management practice. To rectify this situation and to expose how these theories actually shape real-world brand management practices, I introduced "Thematically Integrated Guest Lectures". Here, the advanced theories based on front-line and seminal research articles were connected to cases by integrating practitioners from leading companies such as LEGO, Hummel, Vertic etc. into the development of lectures that integrate the introduction of theories with a practitioner perspective on their actual application. This teaching innovation has improved the students understanding of the connection between theory and practice, resulting in intensive and in some cases extended contact between students and practitioners.In addition to thoroughly restructuring, reworking, and extending existing teaching material for Market Ethnography 2021, Market & Communication Ethnography 2014 and 2016 as well as for Advanced Brand Management 2018, I developed teaching materials for the thematically integrated guest lectures for both Market Ethnography 2020 and Advanced Brand Management 2018, 2019, and 2021.

Pedagogical competence

As part of my regular development as a teacher as well as through the Lecturer Training Program (DA: "Universitetspæagogikum"), I have participated in a number of courses on university pedagogics including but not limited to:

•   Evaluation and empirical data collection
•   Supervision – Roles and Relations
•   Research-Based Teaching
•   Students as Learners
•   Introduction to itslearning
•   Motivating Teaching
•   Getting started on your teaching

As part of the Lecturer Training Programme, I have also obersvationally and experimentally studied the barriers and enablers of student involvement and interactivity in the online teaching of large classes.

Teaching methods and methods of assessment

I have experience with a variety of teaching methods, including but not limited to frontal and interactive lectures, individual and group projects, method and case workshops with group work, thematically integrated guest lectures, online supervision using e-learning platforms, and individual and group feedback sessions.

I have experience with four exam forms: (1) portfolio-based exams, where students hand-in several assignment that jointly constitute their exam; this form allows for increasing feedback flows, providing both students and teachers with early feedback on the students' learning processes; (2) project-based exams, where the students define their own projects in small groups, collect data, and receive supervised during the whole semester, delivering a final report based on feedback received during a midterm presentation and during individual supervision; this form allows to guide students through the same structure that they encounter later during their studies when writing their MSc theses; (3) different forms of oral exams, ranging from traditional oral examinations based on questioning students in an examination room to individual online oral exams based on group video presentations; this form allows for intensive and productive group work while still ensuring that individual contributions can be rightfully attributed; and (4) written exams such as take-home exams, where students are assigned tasks or questions that they have to provide written answers to in a given time frame; this form allows for checking transfer knowledge and the ability of the student to critically evaluate and reflect upon theories in the presence of concrete cases.