

Teaching CV

The student's learning

I understand learning to be a life-long feat that requires personal engagement to become truly effective. As such, the student's learning process is at the center of my pedagogical view. Students' perspectives, opinions, interests, and motivations are highly diverse and efficient learning can only occur when students identify meaningfulness within learning content, methods, and tools. To me, this implies that learning objectives can best be achieved by careful consideration of pedagogical approaches and learning contexts as a basis to developing suitable educational activities that engage students in self-directed learning.

The teacher's role

I believe the teacher's role should be adaptive and depends largely on the intended learning outcomes of courses. This ranges from traditional lecturing as a format to communicate basic knowledge about topics to flexible mentoring in self-directed activities and project work. My role as a teacher is first and foremost to create a structured approach that ensures the achievement of intended learning outcomes. In addition, my teaching should always encourage students to look beyond the immediate content and context in order to facilitate a transfer of knowledge and understanding to real-life situations. This leads students to an internalization of knowledge and the development of an educated perspective regarding the topics at hand.

Ideal learning contexts

The problem-based learning approach that is emphasized in engineering educations especially in the Scandinavian context is accompanied by the challenge to create learning settings that promote the application of learning content. This calls for suitable scenarios that facilitate a transfer of knowledge and skills from the classroom to real-life settings. This can occur through guest lectures, company visits, project work, etc. However, the students need to be prepared in terms of pure knowledge and social skills in order to handle situations of increased uncertainty. Classroom learning should therefore include activities that promote an interactive and in-depth confrontation with dominant topics that emphasize application and meaningfulness. Such activities are presentations, discussions, critical reviews, and reflective assignments.

Pedagogical ideas

- Social impact as a primary objective of education
- Problem-based and self-directed learning
- Establishing real contexts; moving beyond the classroom boundaries (experiential learning)
- Research-based teaching as quality control to ensure contemporary content
- Promoting critical thinking and reflective abilities through interactive discussions
- Developing high-level skills through student empowerment in class

Teaching experience

The below listed teaching experience was gained at the University of Southern Denmark in the context of the Innovation and Business program (bachelor and master level), which is an interdisciplinary education at the intersection of the engineering and business disciplines. Activities related to the course New Business Models include extensive experience in syllabus design as I conceptualized and developed the course after curricular changes occurred in the respective bachelor program.

- Teaching: New Business Models; 5 ECTS course; bachelor level, 6th semester; 15-25 engineering students; 2017-2021
- Teaching: Engineering in Practice; 10 ECTS course, master level, 3rd semester; 23 engineering students; 2020
- Teaching: Innovation Management; 5 ECTS course; bachelor level, 5th semester; 12 students; 2020
- Teaching: Making Business; 5 ECTS course; bachelor level, 3rd semester; 25 engineering students; 2016
- Supervision: master thesis; 14 engineering students; 2019-2021
- Supervision: bachelor thesis; 12 engineering students; 2017-2021
- Supervision: in-company project with ILT Logistics (ITD), master level, 2016

Dominant topics in teaching experience:

- Business model innovation and new business models
- Sustainability in general (triple bottom line) and sustainable business models
- Technology-based new ventures and technology development
- Entrepreneurial process and innovation management
- Project management

Pedagogical training

Formal training:

- Lecturer Training Program (LTP) at Syddansk Universitet in 2020 (30 ECTS)
- Introduction to university pedagogy; February – March 2017

I have extensive experience in teaching smaller groups and classes as part of seminars and courses within professional and leisure-related fields. Throughout my PhD studies I taught entire courses self-reliant and received highly positive feedback from students and colleagues. My research interest in technology entrepreneurship education is accompanied

by a solid understanding of contemporary pedagogical approaches, activities and educational impact assessments.