

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

•**Teaching** 1. 2012-2013, Corporate Finance (Exercise consultation), Bachelor - Economics and Business Administration (EBA), 5th Sem. 2. 2016, Valuation in Mergers and Acquisition (M&As), MSc-International Business Economics (IBE), 2 Sem, AAU Class teaching & exercise workshop 3. 2016-2019, Cross-cultural Management in M&As, MSc-IBE 2 Sem. Class teaching & exercise workshop 4. 2017, Data Analysis and Statistics, Bachelor - EBA, 4 Sem. AAU Exercise workshop 5. 2017, Innovation-based M&As Master - Innovation Management, SDC- Beijing Class teaching (guest lecture) 6. 2017-2020, Corporate Finance, Bachelor- EBA, 5th semester, AAU Class teaching & exercise workshop 7. 2018 -2020, Financial Accounting, Bachelor- EBA, 3rd Sem., and Top-up students, AAU Class teaching & exercise workshop 8. 2021-, Equity models of internationalization, Msc-IB, 2nd Sem. AAU Class and online teaching & exercise workshop 9. 2021- , Research methods in IB, Msc-IB, 2nd Sem. AAU Class and online teaching & exercise workshop 10. 2021-..., Internationalization in Emerging Products and Geographic Markets, Msc-IB, 2nd Sem. AAU Class and online teaching & exercise workshop 11. 2021-, International Business, Bachelor- EBA, 6th semester (Elective), AAU Class and online teaching & exercise workshop 12. 2021-Contemporary Issues in IB, Msc-IB, 3rd Sem. AAU Internet-based teaching and workshop **Supervision** 1. 2012- 2019, AAU BSc in Economics and Business Administration (Semester projects and theses), on the topics such as sustainability, global value chain, CSR, Leadership; M&As. 2. 2013-2019, AAU MSc International Marketing (Semester projects and master theses), on the topics such as commercializing R&D, the impact of the country of origin in brand-driven M&As, Online shopping behavior, and e-commerce. 3. 2013-, AAU MSc International Business Economics (Semester projects and master theses), on the topics such as Internationalization and capital structure; Born-global; FDI; Circular business; Corporate governance; Organizational change management; HQ-Subsidiary strategy; non-market strategy 4. 2017-, SDC MSc Innovation Management (Semester projects and master theses), on the topics, such as business model innovation, Knowledge transfer in M&As, Blockchain and financial innovation, digitalization, Global value chain resilience, open innovation, and platform economy. 5. 2019-, Ph.D. project (co-)supervision. Five Ph.D. projects are under supervision, with the topics of cross-border M&A; strategic alliance and knowledge sharing; IB strategies in the new Era; ESG-based banking; stock market reaction to the media/analyst report

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

•**Coordination** 1. 2015–2019, Exchange students program coordinator AAU – Sino–Danish Center (SDC): MSc in Innovation Management program, Beijing, China. 2. 2019, 2nd Semester coordinator, AAU-MSc- International Business Economics, 2nd Sem. 3. 2019, Module coordinator AAU-MSc- International Business Economics, 2nd Sem. 4. 2018-2020, Module coordinator AAU- BSc 5th sem.- Corporate Finance 5. 2018-2020, Module coordinator AAU- BSc 3rd sem.- Financial Accounting 6. 2021-, Module coordinator AAU- BSc 6th sem.- International Business

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

•16/11/2017 - 29/01/2020, attending pedagogical training organized by AAU Learning Lab and have finished five compulsory modules, a couple of elective courses, and English certification training and test. Specifically, module 1 is about "Teaching at a PBL university", module 2 introduces "Planning and Implementation of Group Instruction", module 3 teaches "The Use of IT and Media for Learning and Teaching", and module 4 discusses "The PBL Group — Collaboration, Process and Supervision", and module 5 teaches us "Planning, Development, and Quality Assurance of Study Programmes". The elective courses that I have attended are "Flipped teaching with podcasts", "Understanding exam regulations", "Working with institutions and companies in project work - an introduction to the case study method in the project" and Digital Scholarship in University Pedagogy". Apart from attending the courses, I have also joined many other activities, such as peer group discussion on different themes of teaching/supervision where colleagues discussed the challenges and good practices and strategies and working with both expert and pedagogical supervisors who attended my classes, supervision meeting and exams and shared with me their own experience and supervision. I have learned a lot from this pedagogical training course, colleagues, and supervisors. Most of the teaching/supervision strategies, methods

and tools learned from this course have been applied to my teaching and supervision. • 2020-2022, attending a couple of workshops on “digital teaching” organized by Aalborg University Business School (AAUBS), and webinars about “teaching with cases”. •25-26 Feb. 2021, attending the course for Ph.D. supervisors given by Søren S. E. Bengtsen • 3-5 May 2022, attending “the Ph.D. SUPERVISOR COURSE IN AUTHENTIC LEADERSHIP”, Sweden
<https://vbn.aau.dk/da/activities/ietn-phd-supervisor-training-in-authentic-leadership>

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

•2018-2020, Participating in the Research Project of “Research on the teaching reform based on AAU PBL model” granted by Zhejiang Provincial Education Planning Leading Group (Project No. 2018SCG058) •2021-2022, being the pedagogical course supervisor •2022, gave a guest lecture on AAU PBL to Jiaying University •2022, reviewed the book proposal on "Business Education" (Palgrave)

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

Developed a teaching game with colleagues and Actee (i.e., KANDA game) for the elective course of International Business (<https://aau.actee.com/#/app/consultantsession?sid=4aa44e3d-b994-4604-86cd-1881ccc0a76b&view=home&from=direct>)

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

"In connection with the pedagogical course, Daojuan has initiated a comprehensive teaching portfolio allowing her to identify, plan and execute the activities that reflect her current capabilities as well as ensure a clear progression in her teaching improvement efforts. Daojuan is a fast learner open to feedback and seeks balance between resources and objectives. She also showed no reluctance in insisting on students' attainment, thus confirming her commitment to carrying out teaching and supervision at a high and uncompromising level. We, the undersigned find that the work undertaken by Daojuan Wang during her participation in the Aalborg University Adjunktprædagogikum was excellent." (Associate Professor Dmitrij Slepnirov and Professor Christian Ydesen , Pedagogical Supervisor).

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

Generally, I expect my lectures can equip the students with knowledge, skills, and competencies to analyze and solve real-world problems in relation to the courses I teach. I think AAU group-organized project work and problem-based learning model are fantastic, which is perfectly in line with my teaching objective. Based on the study of “problem-based learning and theories of learning” by Maggi and Claire (2004), I often try my best to motivate the students to take a deep learning approach, where they have the intention to understand, have a desire to learn more, have vigorous interaction with content, etc. They come to the class not for passing the exam and getting the diploma, but for acquiring knowledge and enjoy the learning process. Although efforts have been made to arouse their interest and motivate them to make deep learning, I am still on the way, endeavoring to fully achieve this through readings, attending relevant seminars and courses, and feedback/suggestions from students.

8. Any other information or comments.

Type your answer here...