

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, niveau (BA, kandidat, EVU, Ph.d) samt evt. censoropgaver.

Academic field

The main academic field of my teaching is microeconomics covering: i) the behaviour of households and firms in different input and output markets, ii) the consequence of this behaviour for the market equilibrium and efficiency, iii) the presence and consequences of market imperfections, and iv) efficient policy solutions to these. Mainstream microeconomics is coupled with entrepreneurship, behavioural economics, labour market economics, and economic (policy) evaluation methods in my teaching, since my research has integrated these academic fields since my PhD Thesis "Bringing the Person and Environment together in Explaining Successful Entrepreneurship: A Multidisciplinary and Quantitative Study". The entrepreneur has only recently been acknowledged and analysed in microeconomics, behavioural economics, and labour economics, which motivates my research and teaching interests to contribute to the existing knowledge within the field.

Teaching activities

A complete list of teaching activities from 2010 to 2022 can be found on pages 7-8 where the scope, level, language, and teaching method are also indicated. As can be seen, I have conducted teaching at all levels and developed courses on both bachelor's and master's level:

PhD level:

Teaching: Lectures in Entrepreneurship and Applied Register Data Methods

Master's level:

Teaching: Lectures in Entrepreneurship and Economic Evaluation Methods

Course development: The External Environment of the Firm (course in the MBA programme)

Bachelor's level:

Teaching: Lectures in Microeconomics, Entrepreneurship, and Economic Evaluation Methods

Course development: Microeconomics (6 courses in 5 programmes, both Danish and English)

Teaching has been conducted in both Danish (e.g., bachelor's and executive programmes) and English (e.g., bachelor's and master's programmes and PhD courses) and in class sizes ranging from 20 (e.g., executive programmes) to 300 (the Danish bachelor's programme in economics and business administration) students. The typical course is within microeconomics where the teaching method is lectures combined with integrated exercises/cases/discussion combined with exercise sessions and feedback.

Supervision tasks:

Co-supervisor of one completed PhD within the field of labour economics (year: 2017-2019)

Main supervisor of one PhD student within the field of entrepreneurship (year: 2020-2022)

I have been a member of one PhD committee at University of Southern Denmark (year: 2017) and Chair of one PhD committee at Aalborg University Business School (year: 2020). Both within the area of entrepreneurship research with scholars applying advanced quantitative methods.

I have supervised several PBL project groups at Aalborg University from 2010 onwards within the areas: microeconomics, macroeconomics, labour economics (bachelor's level) and entrepreneurship (master's level) within the following different programmes at AAU: Economics (Oecon.), Economics and Business Administration (EBA, HA, Cand.merc., HD). Supervision has been in Danish and English depending on the programme.

2. Studieadministration: Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v.

I have been involved in programme development since I enrolled in the master's programme in Economics in 2005 and entered as a student member of the Study Board for Economics. After defending my PhD Thesis in 2012, I have been semester coordinator for the 1st and 2nd semester in the English taught bachelor's programme in Economics and Business Administration (EBA) where I later in 2018 became both programme coordinator and member of the Study Board for Economics and Business Administration. In 2018, I was selected to be part of the reform group developing the study framework curriculum for 2020 involving course content, learning objectives and progression for the bachelor's and master's programmes within Economics and Business Administration. In 2020, I was elected as head of the Study Board from 2020 to 2024 with an allocated workload of 450 hours per semester.

The Study Board for Economics and Business Administration represents one bachelor's programme (HA) and eight master's programmes: International Business; Marketing and Sales; Finance; Business Data Science; Management of Technology, Entrepreneurship, and Innovation; Management Accounting; Organisation, Strategy and Leadership; and

Accounting. More than 1,600 students are enrolled.

The Study Board is responsible for the quality assurance of the education programmes above, which among other things involves: i) processing student applications for exemptions, credit transfer, individual study framework curriculum, and guest student enrolment, ii) processing teacher applications for changes in learning objectives in the study framework curriculum, iii) approving course descriptions and providing initiatives based on course evaluations, and iv) initiating meetings with the external panel (members representing firms and organizations) and external examiners, and providing initiatives based on the feedback.

Moreover, discussions at the meetings in the Study Board provides documentation related to the continuous quality insurance, including the programme evaluation with focus on the six areas of quality: 1) recruitment and commencement of studies development, 2) organisation and operation of programmes, 3) principles of Problem-Based Learning (PBL), 4) study environment, 5) research-based and pedagogical competencies, and 6) job and career.

I have participated in the AACSB workshop regarding the process for the pending accreditation of Aalborg University Business School, and the Study Board is currently preparing for the documentation needed and work related to the institution accreditation for Aalborg University in 2023.

3. Universitetspædagogiske kvalifikationsforløb: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l.

I have completed the following courses in university pedagogy:

- Grundkursus for Universitetsundervisere (Basic Course for University Teachers), 2010
- Adjunktpædagogikum (Course in University Pedagogy for Assistant Professors), 2012-2014
- ECUI Masterclass on Entrepreneurial Teaching and Learning, 2014
- Harvard Case Method Teaching Seminar: Part 1, 2018
- Basiskursus i uddannelsesledelse ved danske universiteter (Basic Course in Education Management for the Danish Universities), 2019
- Ph.d.-vejledning som fremmer trivsel og den gode skriveproces (PhD supervision that promotes well-being and the good writing process), 2019
- Course for PhD supervisors – autumn 2020 (online), 2020
- AACSB Virtual Seminar: Assurance of Learning I, October 2021

4. Anden form for kvalificering: Konferencedeltagelse, debatindlæg, oplæg m.v. i relation til uddannelse, "Undervisningens dag", o.l.

For the course in university pedagogy for assistant professors, I chose to experiment with methods for motivating, including, and achieving higher participation of students in the classroom. Especially, considering that students often have different backgrounds and skills in the English bachelor's programme in Economics and Business Administration, where approximately half of the students were from Denmark and the other half from a variety of different countries. This included experimentation with different types of questions, feedback, and integrated exercises and cases to be discussed in groups. The evaluation from my academic and pedagogical supervisor is attached as documentation.

After completion of the two-year pedagogical teaching course and training, I continue to work with student motivation, inclusion, and participation. First, I was selected to participate in the ECUI Masterclass on Entrepreneurial Teaching and Learning for outstanding educators in the Netherlands in 2014, where my presentation revolved around how problem-based learning (PBL) in project groups at Aalborg University indirectly stimulates entrepreneurial behaviour, since the PBL approach has many similarities to the principles of effectuation (and the dynamic cycle of effectuation) taught in entrepreneurship courses.

5. Undervisningsudviklingsforløb og undervisningsmateriale: Oversigt over medvirken til udvikling af nye moduler, undervisningsmateriale, uddannelser, e-learning, samarbejde med eksterne samarbejdspartnere o.l.

I have developed courses (curriculum, lectures, exercises, examination) in Microeconomics on different levels, in different formats and in different programmes at the business school and other departments at Aalborg University (6 courses in 5 programmes - marked in bold on pages 7-8). Introductory courses typically consist of traditional lectures with integrated minor exercises and cases, while intermediate and advanced courses further include separate exercise and case work sessions based on current research. In addition, I have developed video lectures for a complete course in Microeconomics for the new executive education programme, named HD online, starting in the fall of 2022.

6. Nominering til og/eller modtagelse af undervisningspriser.

Teaching awards

- In 2018 and 2021, I was awarded teacher of the year based on teaching evaluations from the students in programmes within economics and business administration.
- In Autumn 2020, I received Aalborg University Business School's Teaching Distinction.

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v.

As having been part of the reform group behind the development of the 2020 and 2022 study framework curriculum for the bachelor's and master's programmes in Economics and Business Administration, I have pushed for thinking the PBL approach at Aalborg University into other areas than the traditional project modules. PBL can also play a larger role in course modules through more integrated examples from the real world (e.g., the COVID-19 situation), exercises, complex cases and, in general, more flipped classroom teaching. In that respect, I have participated in Harvard Case Teaching seminar part I (part II has been postponed due to corona) since I want to experiment with this approach – with many similarities to PBL – in my MBA teaching. Another executive programme at Aalborg University Business School is opening a new online version in the fall of 2022 (HD online) where I have created video lectures for a complete course in Microeconomics, which allows me to further experiment with the flipped classroom approach by focusing my presence with the students – although online – on feedback to exercises, case work, simulations and discussions in groups managed through the online teaching platform. In other courses that I have been teaching, I have incorporated digital tools such as using live pencasts during the lectures as a pedagogical tool when explaining complex graphs and deriving equations in Microeconomics. In addition, I have incorporated online teaching platforms with exercises and automatic feedback (e.g., McGraw-Hill Connect) to concentrate on more complex discussions in the classroom. I find both tools especially useful for keeping the motivation and interaction of students when teaching large classes (e.g., 300 students in the bachelor's programme in Economics and Business Administration). I want to further explore these digital tools in the future with focus on classroom simulations and games.

8. Andet.

Please contact me for teaching descriptions, materials or evaluations.