

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.

Level HA (BSc): - Semester 4: Marketing (2012-2022; in 2021 taught in Danish)- lectures and e-lectures, exercises, project supervision, oral group examination - Semester 6: elective Advanced Topics in Marketing (2018-2022)- lectures and e-lectures, exercises, project supervision, individual written examination - Semester 6: Bachelor Thesis - supervision and oral individual/group examination Level MSc in Marketing (from 2022 title changed to Marketing and Sales): - Semester 7: Marketing Research Quantitative Methods (2012-2015)- lectures, exercises, project supervision, oral examination - Semester 7: Strategic Marketing and Consumer Behaviour (2015-2019)- lectures, exercises, examination and co-examination - Semester 7:E-marketing and e-commerce (2017-2020) - lectures, exercises, examination and co-examination - Semester 7: Semester project on Literature Review (2017-2019) - project supervision, examination - Semester 7: Fundamental Marketing, Customer Value, Sales Management and Customer Buying Behavior (2020-2022) - lectures and e-lectures, exercises, examination and co-examination - Semester 7 and 9: Strategic Brand Management (2020-2022) - lectures and e-lectures, exercises, examination and co-examination - Semester 8: Branding and Marketing Communications (2017-2020)- lectures, exercises, examination and co-examination - Semester 8: Pricing, Sales Metrics and the Marketing Ecosystems (2020-2022)- lectures and e-lectures, exercises, examination and co-examination - Semester 9: Research and practice based seminar (2020-2022) - supervision, examination and co-examination - Semester 9: Business cooperation (Internship project) (2020-2022) - supervision, examination and co-examination - Semester 9: Internship project (part of old MSc in International Marketing) (2012-2020)- supervision, examination - Semester 10: MSc thesis (2012-2022)- supervision, examination Level MSc International Business: - Semester 7: Semester project (2011-2020) - supervision, examination - Semester 7 International Business Functions (2021-2022) - lecture, and e-lecture, written exams - Semester 8 - Research Methods in IB (2020-2022) - lecture, oral examination and co-examination - Semester 8: Semester project (2011-2016) - supervision, examination - Semester 9: Internship project (2011-2016)- supervision, examination - Semester 10: MSc thesis (2011-2022)- supervision, examination

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.

- Programme Coordinator of MSc Marketing and Sales (2022-2024) - Semester Coordinator HA, 3. semester (2020-2022) - Semester Coordinator BSc, 4. semester (2015-2019) - Module Coordinator: International Marketing in a Cross Cultural Perspective (MSc International Marketing), 2015 - Module Coordinator: International Branding and Marketing Communications (MSc International Marketing), 2017-2020 - Module Coordinator: Customer Behaviour, MSc Marketing and MSc Marketing and Sales (2020-2022) - Module Coordinator: Strategic Brand Management, MSc Marketing and MSc Marketing and Sales (2020-2022) - Module Coordinator: Marketing, BSc in Economics and Business Administration, 2016-2017 - Module Coordinator: Marketing, HA (2020-2022) Planning Teaching Activities: - New MSc Marketing (2020): planned teaching activities on 1,2,3,and 4th semester - New MSc International Business (2020): planned teaching activities on 1,2,3,and 4th semester - All coordination activities mentioned above (module + semester coordination) Programme Development: - New MSc Marketing (2020): planned teaching activities on 1,2,3,and 4th semester - New MSc International Business (2020): planned teaching activities on 1,2,3,and 4th semester - MSc International Marketing, 2017 - BSc in Economics and Business Administrations , 2017 Participating in Committees on Education Issues: - New MSc Marketing (2020): planned teaching activities on 1,2,3,and 4th semester - New MSc International Business (2020): planned teaching activities on 1,2,3,and 4th semester - MSc International Marketing, 2017 and 2019 - BSc in Economics and Business Administrations , 2017 and 2019

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

University Pedagogy - 2018 English Language Course Certificate - 2018 Basic Course in University Pedagogy (PBL) - 2012

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.

Peer Supervision: - University Pedagogy, 2017-2018 Mentoring Experience: -PhD Mentoring, 2019-2022

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.

Development of New Courses: - New MSc Marketing (2020): planned teaching activities on 1,2,3, and 4th semester - New MSc International Business (2020): planned teaching activities on 1,2,3, and 4th semester - MSc International Marketing, 2017 and 2019 - BSc in Economics and Business Administrations, 2015, 2017 and 2019 Development of New Teaching Methods: - New MSc Marketing (2020): planned teaching activities on 1,2,3, and 4th semester - New MSc International Business (2020): planned teaching activities on 1,2,3, and 4th semester - MSc International Marketing, 2017 and 2019 - BSc in Economics and Business Administrations, 2015, 2017 and 2019 Development of New Examination Types: - New MSc Marketing (2020): planned teaching activities on 1,2,3, and 4th semester - New MSc International Business (2020): planned teaching activities on 1,2,3, and 4th semester - MSc International Marketing, 2017 and 2019 - BSc in Economics and Business Administrations, 2015, 2017 and 2019

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

- Written assessment from the course in university pedagogy for assistant professors, by John Kuada (Department of Business and Management) and Anja Overgaard Tomassen (AAU Learning Lab) -Student evaluations

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)

I start my courses by making a short introduction of what I am going to talk about, by stressing the importance of the topic. I always include a slide in my presentation, in the beginning, titled 'Agenda', where I show an overview of the topics that I will lecture about. During my first lecture with the students (when I teach a course over a longer period of time to the same audience) I tell them that the way I organize my courses is them being very much interactive, and that it is expected from them to express their beliefs whenever I initiate a discussion and ask them about e.g. perception of different brands, marketing communication tools etc. During my presentation I make use of PowerPoint slides where I include visualizations and illustrations in the form of videos and tables & graphics. The videos proved to be an essential part of my teaching since they always trigger excitement and engagement. After each lecture, I usually hold an exercise lecture where the students can work in groups on different assignments to apply the knowledge that they have gained on different curricula related issues. For the more ambitious students, I provide journal articles, as additional reading materials, so that they can work further with that topic. This exercise lecture acts also as an evaluation for the students, since I get to see whether the students actually understood the theory and how to apply it on some real examples. I finish the lecturing session by summing up the main points of the day and let the students know what they should expect in the next session. Having students motivated and engaged is one of the most crucial elements when teaching especially large classes. It is very easy for the students to lose interest and focus their attention towards other not class related issues. Firstly, the use of Padlet for example is a good way to engage each student, as they all would have to present their input on the topic that I put forward. Furthermore, polleverywhere.com can also be used in this regard and have the students interact and voice their opinion. Secondly, when it comes to capturing the students' interest, my lecture has to be well organized. By looking through the criteria for teaching 'The Outstanding Lecture', I have realized that there are two criteria that I am not really sure I can evaluate. These criteria are: • Students leave wondering where the time has gone. • Students leave knowing that they have learned something(s) and are often inspired to go off and find out more. What I could do in this regard is that I could set-up a 'Feedback' element on moodle, where I could ask students two questions concerning these issues and then act according to their feedback. While I do believe that my lecture is well structured, the students might think otherwise. I try to incorporate active learning into my teaching as much as possible. During my teaching session I pose questions and ask individuals what they believe to be the truth, or what their perception is of different issues and how to tackle them. I try to give a chance to those students who do not raise their hand and sit maybe in the back of the class. Time and time again I found these particular students to be very motivated and curious about the subject but lack the confidence to raise their hands whenever I ask them something. After each teaching session I conduct an exercise session where I pose a problem and divide the students into small groups so that they can discuss about it. Then, I take

feedback from a few groups to hear what they think. While I do want to make use of demonstrations that can involve the students directly, since doing is learning, I still have to find some inspiration of what I could do exactly. The aforementioned tactics can also be transferred to supervision. I find application and evaluation to play an important role in this regard. I have used the element of application during my supervision, since the students had to apply the theories learned when writing a problem-based project. Evaluation is done formally through the grading process and informally by getting to know the students and their learning abilities. The conclusion part could be one interesting element to add to my supervision, since I could ask the students to join me for a meeting after their examination, to discuss about the supervision process and what both sides could improve. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning): PBL is an essential key as to why students opt to study here at Aalborg University. While being a student at AAU and now an Assistant Professor, I have both experienced, and practiced PBL. The most essential principles of PBL are “the problem as point of departure” and the “collaboration between student, supervisor and external partner” (Adjunktpædagogikum, 2018). The former represents the fundamental pillar of my teaching and supervision. I teach courses at both graduate and under-graduate level. I thus, make use of PBL in each and every single one of my courses by showing students examples of real-life problems that companies face in the field of Marketing and Branding. Subsequently, I place the students in groups to have them discuss those challenges that companies face and give suggestions on how to overcome them. The problem becomes in this way the focal point of the student’s learning process. While drawing on the theories presented in class, I organize an exercise lecture after each course, where students can apply the knowledge gained in practice. The collaboration between student and supervisor and/or external partner is a principle that I follow in my supervision. The first meeting that I set up with students is concerned with a discussion about the problem they identified and want to work with in their project. I thus, urge them to send me their problem statement, together with some research questions and a short research background on the problem, so we can have a point of departure. The collaboration with the students then continues by having them send me what they have written so that I can send them my feedback and by conducting meetings. If an external partner is involved in the project writing, I always make sure that the problem the students are faced with can be tackled also from an academical perspective. Students can sometimes experience discomfort and uncertainty in project groups, which then translates into a poorly written project. The potential that PBL brings here is that students get confronted with these issues and learn first-hand how to overcome them to arrive at the greater good (receiving a high grade). Although they might not see it at first, this learning process prepares them for real problems that they might face in group settings outside the university. All in all, in my role as a teacher and supervisor I make sure that I give students the tool to be self-directed learners, so to seek, organize and use resources, although I have to admit that there were a few occasions where I needed to step in and provide the students with a clear direction.

8. Any other information or comments.

Type your answer here...