

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

My teaching experience can be traced back to 2000 when I started my teaching career as a lecturer of marketing and international business at Australasia Institute of Business and Technology, a joint initiative by Department of Education Training and Employment, South Australia, and Bangladesh. Trained on competency-based teaching pedagogy (CBT) in Australia I begun to teach courses on marketing, management and organization, research methods, and international business at the Bachelor of Business program.

Later, I joined several reputed private and public universities in Bangladesh, worked there before I moved to Jagannath University, Dhaka, where I worked actively until 2010 as an associate professor of marketing. I taught different courses in those universities in Bangladesh both in Bachelor of Business Administration (BBA) and Master of Business Administration including the Executive-MBA programmes. The courses I taught in those five universities are: Strategic Management (E-MBA), International Business (MBA), International Marketing (MBA), Marketing Management (MBA), Organizational Behavior (BBA), International Management (MBA), Marketing (BBA), Management (BBA), International Trade and Economics (BBA).

Next episode of my teaching career begun in Denmark at AAU in the Department of Business and Management in 2014 right after my PhD (2010-2014) at Aalborg University. Soon after I joined AAU, I completed the 'University Pedagogy' Course (10 ECTS) ('Adjunct Pedagogikum') and C1 English Proficiency course at AAU for University Teachers. My teaching at Bachelor and MSc level at Aalborg University comprises face-to-face teaching, flip-teaching, mini-problem solving (Group-wise), case solution, peer review on given task, problem-based project on secondary and primary-data analysis, large project, theoretical debates and reflection of theory on real-life examples.

My teaching philosophy is inspired by Stephen Brookfield's work in which he articulated in his book 'The Skillful Teacher' (1990) that "teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft. Knowing clearly what kind of dent you want to make in the world means that you must continually ask yourself the most fundamental evaluative questions of all — What effect am I having on students and on their learning?" (pp. 18-19).

I use problem-based learning pedagogy in my teaching, making sure that my research insights and findings are integrated into my teaching so that students learn not only the theories but also how to apply theoretical knowledge in to practice. I teach courses in Bachelor of Economics and Business Administration (English) and Master of Science (MSc) in International Marketing and MSc International Business Economics at AAU Business School since 2014.

I followed English as the medium of instruction in my teaching in Australia, Bangladesh, and Denmark. I present the courses below I taught, and am currently teaching, at AAU:

Bachelor Programmes:

1.EBA 4.sem.- Strategy and Strategy Project, 8 lec. (2015, 2016, 2017, 2018)

2.EBA 4.sem.- Marketing and Market Analysis, 5 lec. (2015, 2016, 2017, 2018)

Master Programme:

1.MSc- IB,1.Sem-Theory of Internationalization of Companies in Institutional Context,4 lec. (2016, 2017, 2018, 2019)

2.MSc- IB, 1.Sem- International Strategic Management, 7 Lec. (2020, 2021, 2022)

3.MSc-IB, 2 Sem.- Global Environmental Dynamics and Firm Responses, 5 lec. (2020, 2021, 2022)

4.MSc-IM, 2.Sem.- International Branding and Marketing Communication, 8 lec. (2016, 2017, 2018)

5.MSc-IM, 2.Sem.- Contemporary Issues in International Marketing, 3 lec. (2017, 2018, 2019)

Supervision:

1.EBA 1.Sem.- P1 Project (2015, 2016, 2017, 2018, 2019, 2020)

2.EBA 2.Sem.- Project on Socio-Economic Analysis of the firm (2016, 2017, 2018, 2019)

3.EBA 5.Sem.- Strategy project on the company's problem (2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021)

4.EBA 6.Sem.- Bachelor Thesis (2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022).

5.MSc-IB 1.Sem.- Semester Project on real company case (2015, 2016, 2017, 2018, 2019, 2020, 2021)

6.MSc-IM 1.Sem.- Semester project on a real digital marketing company (2015, 2016, 2017, 2018, 2019, 2020)

7.MSc-IB 2.Sem.- Semester project on Company problem, methodology & lit. review (2015, 2016, 2017, 2018, 2019, 2020)

8.MSc- Internship, 3rd Sem.- (2015, 2016, 2017, 2018, 2019, 2020)

9.MSc- 3rd Sem., Academic Analysis and Business Cooperation Project- (2021, 2022)

10.MSc-4th Sem., Thesis-(Approximately 35) (2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022)

11.PhD – 1 Complete (Imranul Hoque) (2018-2020) titled "Supplier's capabilities and performance improvement in buyer-supplier relationships: A study of the Garment Industry of Bangladesh".

12.PhD- 1 On going (Syed Ahmed Tajuddin) titled 'Sustainability-Driven Business Modelling Strategies in Global Value Chains: A Study on Apparel Business Systems in Bangladesh' (2022-2024)

Description of forms of teaching and forms of assessment applied including any experiences in laboratory instruction, fieldwork etc.

In Aalborg University, Denmark, the education is based on problem & project-based learning. I therefore focus on developing modules, mini-cases, and teaching materials with case examples to support students' group-based problem-solving and writing analytical projects. This helps students reflect their mind and to know the problem-solving process. The assessment I use includes semester project on company's problem, mini project on real problem of the company or case, essay writing, and short questions. I, however, organize company visit for the students in case of semester project on a particular company's problem.

List of examples of prepared teaching materials and Course Modules

I present some examples, in brief, of the teaching materials that I have prepared during my teaching career:

1. International Strategic Management (MSc-IB): I prepared the course module and reading materials considering the recent changes in society affecting firm competitiveness and survival in global market. Starting from the traditional literature in strategy concept and industry analysis, I included the following contents with strategic analysis, choices and implications; such contents are institutions and business systems perspectives and firm strategies in different contexts, global strategy and governance, legitimacy strategy and adaptation in global markets, global value chain and sourcing and competitive strategies, sustainability-driven business modeling, circular economy, and creating shared value. All these contents are taught in combination with mini cases, research articles, and Harvard cases, allowing students to combine concepts with strategic insights to analyze questions presented in cases. I have been coordinating the course for three years. 80% students are satisfied with this course for the last two years.

2. Global Environmental Dynamics and Firm Responses (MSc): The idea of this course module came into my mind looking at the rapid change in technology and geo-politics in different parts of the world. Managers of multinational companies are in constant pressure to respond such dynamics in global environment to gain competitive advantage or survival. I have included new topics that management or international business books did not include yet; such topics are – artificial intelligence and value creation in global markets, big data and competitive advantage, sentiment analysis, and geo-political complexities affecting global competitiveness etc. Ever since I have developed this course module, it has received over 90% satisfaction by student's survey. I have been coordinating the course for three years.

3. Theory of Internationalization of Companies in Institutional Contexts (MSc-IB): I co-developed the curriculum with professor Svetla Marinova and other colleagues. I have developed lecture-slides on the topic 'international business in institutional context' as part of this course. The assessment of the course includes a long-case analysis, which I have authored. The case on 'Walton's Internationalization' co-authored by me was published in IVEY Publishing and Harvard Case Publishing.

4. International Branding and Marketing Communication: I have developed lecture slides and reading materials for the topics- e.g., planning and implementing brand-marketing programs, growing and sustaining brand equity, and global brand strategies. I taught this course for three years at MSc in International marketing program.

5. Contemporary Issues in International Marketing: I developed this course module and the reading materials for MSc-International marketing programme at AAU. The idea was to include the contemporary issues into the module that affect international marketing functions. Such issues are (a) Positioning and sustaining on Emergent sentiments and Discourses in international marketing (b) product and market innovation/disruption in international marketing (c) Creativity and Newness in Product Innovation, (d) the use of digital analytics in marketing etc. I have developed the reading materials, cases, and videos for these lectures. Two of my colleagues taught Digital Analytics and big data in international marketing functions. I coordinated the course.

6. Marketing: I developed the course module, lecture slides, and reading materials for this course. I coordinated the course for bachelor programme at AAU for four years.

7. Strategy and Strategy project: I have developed the curriculum, lecture materials, and reading lists, and coordinated it for bachelor programme at AAU for four years.

8. Fundamentals of Marketing: I developed a manual on 'fundamentals of marketing' that presents key concepts of marketing, examples, and how those concepts are applied in preparing marketing plan and strategies. It was prepared for the Bangladeshi students studying BBA who often cannot relate the examples presented in books written on western contexts. Often the concepts are elaborated in the book in a way that are too much western country specific, while they needed rather a simple and concise presentation with local examples.

2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

My experience on study programme management follows my career path in Denmark and Bangladesh.

Back in Bangladesh, I headed the department of marketing from 2007-2010 at Jagannath University, Dhaka, and chaired the curriculum development of Bachelor of Business Administration (4 years BBA) programme for Marketing. I was, in fact, the founding chair of the department of marketing at Jagannath University. I was the chair of academic committee (Study board) and planning and development committee for department of marketing. I became the member of the academic council of Jagannath University from 2007 till 2010. I was also a member of the core committee for 'Rules and Regulation Development' of Jagannath University in 2007-08.

In Denmark at Aalborg University, I have coordinated courses in Bachelor of Economics and Business Administration and Master (MSc) in International Business and International Marketing. Such courses are, Strategy and Strategy Analysis, Marketing, International Strategic Management, Contemporary Issues of International Marketing, Global Environmental Dynamics and Firm Responses. These are the courses I have developed and co-developed at AAU Business School.

In 2018-19, I worked as a core committee member for the development of BA curriculum (Danish Bachelor of Economics and Business Administration) at Aalborg University Business School, which was headed by Mette Vinther Larsen. I also became the member of the Curriculum development committee for MSc International Business Programme in 2018-2019 headed by Svetla Marinova. I total, I have developed 4 courses both in Bachelor and MSc, supported my colleagues to develop 6 other courses, and contributed to the development of the structure and philosophy guiding Bachelor and MSc programmes at AAU Business school.

I have also coordinated 3rd semester 'Internship' and 4th semester 'Thesis' for MSc- International Business Economics programme.

I have been working as a member of the study board for AAU Business School since 2019.

I headed the admission process (new enrolments) for MSc in International business, International Marketing, and Marketing and Sales (English Programmes) from 2018-2021.

In AACSB process, I was a member of the team responsible for the interaction with AACSB coach and team during the work process, which was headed by AAU Business school head Christian Nielsen.

3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Ever since I joined Aalborg University my teaching pedagogy revolves around problem-based learning method. While studying the Basic Pedagogy Course for University Teachers (10 ECTS) at AAU, my pedagogic supervisor Professor Dorina Gnaur commented on class teaching that 'you present various approaches with a fascinating storytelling skill that engages the disciplinary imagination of students and captures their attention for learning'. This perhaps indicates my teaching and pedagogic style. I present below the list of pedagogical courses I have attended in Denmark, USA, Australia and Bangladesh.

- Completed the mandatory 'Pedagogical course for University teachers at Aalborg University (10 ECTS), which is known as 'adjunktpædagogikum' programme (6 month equivalent full time work load), for the session 2016/2017.
- Completed 'Basic Course in Problem Based Learning Pedagogy for University Teachers' in 2013 at the department of learning and philosophy, Aalborg University, Denmark.
- Completed Faculty Development Programme on Firms and Strategies in Emerging Markets, 2011, CIBER, The George Washington University, USA.
- Completed 'Customised Teacher Training on Professional Development on Marketing and International Business', Centre for International Education and Training, South Australia. 2000
- Completed Certificate Course-IV on 'Competency Based Teaching and Workplace Training', in 2000 from The Department of Education Training and Employment, South Australia. This was a semester-long rigorous course focusing on 'course module planning and development', 'teaching pedagogy', 'lecture plan, presentation & student handling', and 'project supervision' at the tertiary level education.
- Completed a certificate course on 'Management Consulting' (at MSc level) in 2004 at the University of Groningen, The Netherlands, in view of knowing how management consulting operation can be organized and how 'management consulting' as a course can be taught at the MSc level program.

4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

I took part in peer supervision with my former PhD student guiding him to supervise MSc students in their semester projects and Internships using PBL pedagogy. I take part in dialogue with my colleagues in the study meeting on the use of PBL in international business course teaching and project supervision. Being a member of the Study Board for Business School, I commented on the courses on marketing, international business and strategy aiming to improve the content and teaching pedagogy.

I have participated in the associate professor assessment committee at the THE NEW SCHOOL- PARSONS in New York, USA, for the position of associate professor in sustainability-driven business model and strategy in 2022.

5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

I have mentioned above the courses I have developed and co-developed at the Bachelor and Master levels.

In addition, I have developed teaching materials and student's manual on 'marketing', international business, and strategy modules.

I have authored and co-authored TWO teaching cases published in prestigious outlets such as Ivey Case Publishing, Canada, and Harvard Case Publishing, USA. Both cases became the bestselling cases in different years.

Of them, the case on 'Walton's Internalization' was included in Harvard Business School's curriculum for teaching in 2017-

2018. Ivey Publishing metrics show that both the cases are used in the top business schools for teaching. I also have authored the teaching notes for these cases that include answer to some selected questions, teaching and assessment methods as well as planning of a case-based teaching, which are highly appreciated by the University teachers using the cases at different universities.

Rana, M.B., Islam, M.T., Dholakia, N. (2016) Walton: Building a Global Brand through Internationalisation, Teaching Case, IVEY Publishing, Richard Ivey School of Business, and Harvard case Publishing.

Rana, M. B. and Islam, M.T. (2016) Walton: Building a Global Brand through Internationalisation, TEACHING NOTE, IVEY Publishing, Richard Ivey School of Business, and Harvard case Publishing.

Ivang, R. & Rana, M. B. (2019) Better World Fashion: Circular Economy and Competitive Advantage, IVEY Teaching Case, Canada: Ivey Publishing, and Harvard Case Publishing, Harvard University Press.

Ivang, R. & Rana, M. B. (2019) Better World Fashion: Circular Economy and Competitive Advantage, IVEY Teaching NOTE, Canada: Ivey Publishing, and Harvard Case Publishing, Harvard University Press.

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger.

Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Students' evaluation on my teaching performance is always good. However, I receive higher rating and evaluation from students on my supervision skills for large project, Internships, and thesis supervision.

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. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

In applying PBL model at AAU, I focus on two things: 'students' engagement' and 'students problem-solving capability' development. After I have completed my University Pedagogy course, I revised the course modules with an aim to experiment students' reaction and learning by introducing 'exercise session' after each lecture. The result was very optimistic; students liked the exercise sessions, and they were internally motivated to solve the given problem, while they shared their learning with others during the exercise sessions and, also with me. As students reflected at the end of the course that they learnt more from the exercise sessions than from the lectures, because they found the exercise session as a complementary tool for learning presenting them an opportunity to apply concepts in analyzing the real-world problem.

So, my understanding on PBL is, there is no fixed method to apply PBL model in teaching; instead PBL notion should underpin the design of the course and the assessment with an aim to aid students to develop their mind and skill for real-world problem-solving.

However, given the focus on teaching and supervision (i.e. (i) 'students engagement' and (ii) 'students problem-solving capability') there are challenges associated with class participation, which stem from contextual and institutional rules. For example, Danish rule provides liberty to students to decide whether to attend the lecture/supervision or not. It means a student can pass the course by reading at home without attending a single lecture or supervision-meeting. In Danish context students are the drivers, meaning students tend to prioritize what to learn or whether they need a supervision or not. Students sit in the study board and governing board of the university making them empowered to exercise their rights and liberty in education. In such a context, it may not be so easy for a teacher to ensure students participation and involvement by inserting a rule in the curriculum unless students are self-motivated or motivated by the teaching style. This is where a teacher needs to design the application of PBL in consideration of the context.

My goal is to make teaching and supervision easy, enjoyable, and sense making to students and me.

8. Andet.

I am visiting Cambridge University; and the objective is to learn new insights on teaching and research from there. I also plan to visit INSEAD Business School, France with the same goal so that I can enrich my teaching and pedagogy skill by learning how top business schools and Universities carry out their education and research.