Teaching portfolio

1. Teaching CV: A list of any lecturing and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD) as well as any external examiner tasks.

My first teaching experiences date back to the start of my PhD project in the fall semester of 2006. Even today, after many years, I still remember how I felt before my first lecture. It was a wild mix of nervousness, apprehension and excitement. I am not able to reconstruct the day in all the details, but recall that the lecture went well and I enjoyed it more than I thought I would. This first time was very important; it gave me a boost of confidence and also a feeling that university teaching will become a big part of my future career.

Since then, my responsibilities as a university teacher have expanded a lot. Today they fall into these main categories:

1) Classroom teaching. I teach and co-teach courses for full-time university students and executive MBA students. Among the primary courses that I am responsible for (these do not include co-teaching, guest lecturing, etc.) include:

- Global Business/Globalisation course for the third-year (6th semester) Global Business Engineering (GBE) students at the Faculty of Engineering (average class size is 70 students). The development of teaching material for this course started in 2007 and since then the course has been expanded and constantly updated. The course has been taught for all years since spring 2007.

- Contemporary Innovation Theory course for the first-year (7th semester) Master's in Innovation Management (IM) program at Aalborg University Business School, Sino-Danish University Program in Beijing (average class size of 30 students – 15 Danish and 15 Chinese students). The course has been taught since autumn 2016

- Product Design and Development course for the first-year (8th semester) Master's in Innovation Management (IM) program at Aalborg University Business School, Sino-Danish University Program in Beijing (average class size of 30 students – 15 Danish and 15 Chinese students). The course has been taught since spring 2017

- Globalisation and Innovation course for the first-year (8th semester) Master's in Innovation Management (IM) program at Aalborg University Business School, Sino-Danish University Program in Beijing (average class size of 30 students – 15 Danish and 15 Chinese students). The course has been taught since spring 2013

- International Business Functions for the first-year (7th semester) Master's in International Business (IB) program at the Aalborg University Business School (average class size of 40 students). The course has been taught since autumn 2020.

- MNCs and Ecosystems: Innovation and Value Co-creation for Sustainable Development for the Master's programs at the Aalborg University Business School (average class size of 40 students). The course has been taught since autumn 2020.

Since 2009, I have also participated in the delivery of executive education program at Aalborg University. Teaching Executive MBA MMT (Master in Management of Technology) program modules with an average class size of 15-20 executies.

2) Preparation of teaching materials. I write new items of teaching material every year. These include slide updates, case studies, teaching notes, exercises, etc. I regard this activity to be part of teaching because it is aimed at enhancing students' learning; it also contributes to better classroom performance of my colleagues and myself. When possible, my research and teaching connect through my preparation of teaching materials and in-class interaction.

3) Project supervision and censorship of exams. The number of supervision projects per semester varies. Since the fall of 2006, I supervised more than 200 individual and group projects. Since Fall 2006, in addition to being examiner of groups supervised or taught by me, I censored more than 100 project and subject exams. Since the end of 2011, I have been also participating in the process of PhD projects supervision. Currently, I am the main supervisor in one full-time PhD project and co-supervise one. At the International Business Group (IBG), I am facilitating the activities of IBG PhD Hub (a series of research seminars focused on PhD candidates affiliated with the group).

2. Study administration: A list of any study administration tasks, e.g. study board membership, head of studies or semester or course coordinator, accreditation, etc.

1) In October 2015, I was privileged to become the Head of Educational Programme (HEP) in Innovation Management, Sino-Danish Center for Education and Research, Beijing. This MSc program is a double-degree program run by Aalborg University in collaboration with the University of Chinese Academy of Sciences and coordinated by Sino-Danish Center (SDC). The program is designed following the principles of transnational, transdisciplinary, and team-based culture; the principles that define today's dynamic and fast changing world. The program is organised around problem-based learning,

involving project work and in collaboration with industrial partners in China, Denmark and internationally. The position entails study and courses administration tasks and chairing the study board of the programme.

2) In the period of 2012-2015, I was involved in the activities of the Study Board for Industry and Global Business Development Programs took part in several committees (e.g. The Internationalisation of Tech-Nat faculty at Aalborg University). Since 2015, my administrative teaching-related tasks have been centered around the Innovation Management programme at the Sino-Danish Center (SDC) in Beijing where in addition to leading the program, I am also involved quality assurance, recruitment and study board activities. Furthermore, since 2017, I have also been representing AAU on the board of the Nordic Centre at Fudan University in Shanghai, China.

3. University pedagogy qualifications: A list of any completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc.

In the course of my teaching career, I have been taking various steps to develop a comprehensive skills set and professional approach to my pedagogical activities. In addition to following the activities of the pedagogical course at AAU (in 2010-2012) and successfully passing it, numerous professional development courses and events have been attended. including the PhD supervisors course arranged at AAU in autumn 2019 and Research Management course at AAU in autumn 2021. The complete outline and detailed descriptions of the course are available upon request.

In the area of teaching and teaching administration, I set out to achieve several objectives including:
- Driving our educations improvement workforce (in Denmark and in China),
- Putting into practice my beliefs about effective teaching and learning and increasing effectiveness of my teaching. By the effectiveness of teaching, I mean getting most students to use the level of cognitive processes needed to achieve the intended outcomes that the more academic students use spontaneously,
- Improving the alignment between the intended learning outcomes, teaching activities and assessment tasks in my teaching. I am already using the principles of constructive alignment (Biggs&Tang, 2009) in preparing my teaching. However, I would like to use it more to utilize its full potential,
- Extending the package of learning activities for my teaching. I am striving to constantly upgrade the repository of exercises, in-class activities, discussion facilitation techniques,
- Increasingly use digital tools in my teaching practices,
- Paying more attention to the issues related to language, culture and didactics as interacting factors that create challenges and opportunities for all participants in the internationalized classroom where English used as a medium of communication. Numerous studies point to the significant implication of international classroom for teaching and learning. For example, Kelly&Moogan (2012) found that there is significant performance difference between home country students and international students, i.e. home country students perform significantly better than international students during the coursework period, although international students perform better in examinations than in coursework. I observe similar patterns in my experience with international students and plan to address through my teaching possible reasons for such variations,
- Learning more about specific influences that shape each of my student's writing and learning. Evans (1997) refers to these specific influences as 'context of production' for students' academic work. She argues that a better understanding and sensitivity to these often salient influences (as well as their unique configuration in any particular case) help teachers to be more effective in responding to the specific needs of each student,
- Videotaping my classes (since February 2012, I have already generated approximately 110 hours of video material from my classes). This measure proved to be very effective in identifying potential improvement areas and working on them. The longer term plan is also to pilot podcasts initiative of some classes. Currently, I am also looking for colleagues who would be willing to join this process,
- Experimenting with methods of feedback. Previously I only to a limited extent used formative feedback in my classes. This semester with the help of in-class activities or Moodle tools, which allow for some tests and quizzes, I am planning to organize a mid-term mock-tests and group assignments that allow utilizing the potential of the formative feedback form,
- Using structured and semi-structured mid-term and end of the term feedback on the courses or sessions I teach. In autumn 2011, I started actively doing so. According to Diamond (2004), structured mid-term and end-of-the-term feedback allows teaching staff to evaluate their effectiveness from the student perspective and assess how students respond to their instructional methods. The mid-term feedback is especially important in this respect, because it allows lecturers to refine assessment activities, implement new approaches to conducting classes, clarify their expectations to students, and refocus content emphasis while the term is in session. On the other hand, the end of the term feedback serves the purpose of amending the way future courses could be taught in an effort to increase effectiveness,
- New ways of collecting feedback from students. As the previous points indicate, I see student evaluations and feedback from the student audiences as vital to my efforts to improve my teaching. Previously to complement a formal assessment (through semester meetings and study board) I was also organizing informal anonymous feedback forms and notes collection.
- Following the latest developments in thinking about the higher education and trends that prevail. For this I identified a number of journals that I have started reviewing on the regular basis. These include:
- 	Active Learning in Higher Education
- 	Journal of Management Education
- 	Journal of Vocational Education and Training

- Higher Education Quarterly
- Journal of Higher Education
- Studies in Higher Education
- British Journal of Educational Psychology
- American Educational Research Journal
- Language and Learning Across the Disciplines

4. Other qualifications: Conference attendance, editorials, presentations, etc. relating to education, 'University Teaching Day', etc.

Regular attendance of AAU's Teaching days, courses for supervisors, teaching and research management and related activities

5. Teaching activity development and teaching materials: A list of any contributions to the development of new modules, teaching materials, study programmes, e-learning, collaboration with external business partners, etc.

Continuous development of teaching modules and programmes that I am involved in. I develop new items of teaching material on a continuous basis. These include slide updates, case studies, teaching notes, exercises, etc. I regard this activity to be part of teaching because it is aimed at enhancing students' learning; it also contributes to better classroom performance of my colleagues and myself. When possible, my research and teaching connect through my preparation of teaching materials and in-class interaction.

Special attention in my teaching development efforts is paid to the MSc in Innovation Management program which requires extensive coordination with colleagues at eight Danish universities and the University of Chinese Academy of Sciences who contribute to the program.

6. Teaching awards you may have received or been nominated for.

• 'Teacher of the Year 2011' at the Global Business Engineering Program, Aalborg University, Denmark
• 'Teacher of the Year 2013' at the Sino-Danish College, Chinese Academy of Science, Beijing, China
• 'Teacher of the Year 2016' at the Global Business Engineering Program, Aalborg University, Denmark
(https://www.business.aau.dk/News/news+article/dimitrij-slepniov-receives-teacher-of-the-year-award-.cid291070)
• 'Teacher of the Year 2017' at the Sino-Danish College, Chinese Academy of Science, Beijing, China
• 'Teacher of the Year 2021' at the Global Business Engineering Program, Aalborg University, Denmark
2021 award is particularly important as the year was extremely difficult for both students and teachers due to the challenging year of online courses. Seeing that experimentation and positivity could work and result in a good reception even under difficult circumstances of lockdowns was really inspiring and motivating.

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogic development, plans for following up on feedback/evaluations from students, etc.

Statement of teaching philosophy
I love teaching and helping my students to learn. Elements of my teaching philosophy are: joy in the task, passion to discover and learn, professional development, growth in judgement, integrity and transparency. These apply to both me as a teacher and my students:
1) Learning should be fun and fulfilling. Burdensome and unexciting work is not sustainable at an excellent level of performance we should strive for. Therefore it is essential that we should look for joy and intrinsic motivation of fulfilment in the teaching and learning activities.
2) Learning should be based on passion to discover and learn. Passive low-level engagement teaching based on standard lectures does not encourage students to reach deep learning. The deep learning occurs when it extends beyond the lecture-hall or seminar room. It goes without saying, it is impossible to 'inject' passion to learn into all students. However, an initial impulse to seek it should be given through active high-level engagement activities which rely on student-to-student rather than solely on interaction between student and professor. Activities, which require immediate application of theory or outcomes of in-class discussion to a real-life situation, also ignite students interest and commitment.
3) Learning is not only about absorbing functioning and declarative knowledge; it is also about developing professionally. Merely absorbing facts and theories is not enough; their application and enactment distinguish one as a professional. The university environment to a certain extent limits possibilities to develop these capabilities. However, there is a huge untapped potential, which can be utilized through integrating this idea to intended learning outcomes and aligning them with appropriate teaching and learning activities.
4) Professional development is inseparable from the ability to develop individual and independent judgment and critical thinking. Over the years spent at the university, the students go through a sequence of exercises, or, in other words, they replicate the process of discovery. Often it takes place in groups and under supervision. A good teaching will enable the students to grow in their judgment both with regard to the subject matter and interpersonal communication.

5) Knowledge acquisition and its application are not worth much if overshadowed by the lack of integrity and transparency. This element has many dimensions related to ethics and professionalism. In the era of comodisation of everything, including the university education, in the eyes of many the process of learning is downgraded to the process of shopping. The university is often seen as a vending machine where students come to purchase degrees. However, the role of the student is not to be a customer, but to be an explorer, an active participant, team player and contributor to successful learning. To my mind, such a mindset could help to avoid many group conflicts, 'piggybacking' and seeing a teacher just as a knowledge delivery machine.

8. Any other information or comments.

To my mind, there are several key words that characterize the teacher's role and relationship to students:
•Enabling and facilitating
•Supportive and motivating
•Informative
•Confronting and provoking
•Giving wider perspective
•Committed
These elements complement my teaching philosophy statement and I try to implement them in my day-to-day teaching practices.
Lastly, I believe that the best teaching should be transformational, both for the student and the teacher. The goal of achieving such transformation I see as crucial in my further development as a university teacher.