

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.

Jacob's teaching primarily focuses on how public and private organizations create balance between exploration and exploitation in their search of strategic innovation. I use organization and management theory and exemplify with case studies from innovation projects. The themes that have been especially highlighted the past few years in my teaching are 'organizational learning', 'innovation management', and ambidexterity, and 'formative evaluation theory'.

The division of time spend on undergrad, grad and master's teaching is 50/20/30. Besides the educations mentioned below I have been invited as guest lecturer at other universities, departments, etc. Both nationally and internationally.

PHD SUPERVISION

Principal Supervisor for 3 Ph.d.-stipendier Bi-vejleder for 2 Ph.d.-stipendier

GRAD + MASTER DEGREES

(all lectures, exercises, workshops, etc. in Danish...)

Master i Learning processes with speciality in

- 1) Leadership and Organization Psychologi (LOOP) (2017-2022)
- 2) Public Sector Capacity Building and Co-production (MOKS) (2018-2022)
- 3) Pedagogical Leadership (2016-2018)
- 4) Professional Learning and Development (PROFF) (2018-2020)

Master in Public Governance (2019-2021)

Master in Public Management (2020)

Supervisor for final examination (CM Strategi og Organisation) Dansk og Engelsk (2022 -->)

UNDERGRAD (Danish)

HA Almen - Lecturer (2022 -->)

BA OL – including modules: 1) Knowledge, Innovation and Society, 2) Qualitative Methods, 3) Organizational Learning, 4) Strategic Development, 5) Learnings Economy, 6) Theory of Science (2016-2021)

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.

HEAD OF EDUCATION

Master in Learning processes w. specialization (MOKS) 60 ECTS (2018-2021)

RESPONSIBLE FOR SEMESTER

Master i Learning processes 3. semester (2021)

Undergrad in Organizational Learning 2. semester 2016-2019)

Undergrad in Organizational Learning 3. semester (2019-2021)

RESPONSIBLE FOR MODULE

'Knowledge, innovation and society', (Undergrad in OL) 10 ECTS (2016-2020)

STUDY BOARD

Member of the study board for Læring, IT og Organisation (2019-2021)

COMMITTEE

Type your answer here...

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

- 1) the basic pedagogical course at Aarhus University (Adjunktpædagogikum),
- 2) a course in cooperative learning at Aarhus University,
- 3) a course in educational ICT at Aarhus University,
- 4) a course in writing research-based teaching portfolios at Aarhus University,
- 5) English Medium Instruction course at Aarhus University,
- 6) basic course in problem-based learning at Aalborg University,
- 7) problem-based learning and project work at Aalborg University, and
- 8) course for doctoral supervisors at Aalborg University.

I have been mentoring within PBL-teaching and supervision for PhD students and new assistant professors in my role as Head of CAFE Junior Researcher Lab (2019-2021).

I have also been actively involved in pedagogical development activities and workshops on the master area (2018-2021) and I am currently reviewer for International Journal of Problem-Based Learning.

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.

Type your answer here...

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.

FOUNDATION BOOKS

Brix, J. (2021) 'Strategisk Innovationsledelse - om balancen mellem drift og udvikling i private og offentlige organisationer', Hans Reitzels Forlag, København.

Krogstrup, H.K. & Brix, J. (2019) 'Co-produktion i den offentlige sektor - BrugerInvolvering i KVALitetsudvikling', Hans Reitzels Forlag, København.

DEVELOPMENT OF NEW EDUCATION:

'Master i Læreprocesser med specialisering i Offentlig Kapacitetsopbygning & Samskabelse' (MOKS) - 60 ECTS masteruddannelse udviklet i samarbejde med Professor Hanne Kathrine Krogstrup. Uddannelsen havde første optag i 2018.

DEVELOPMENT OF NEW COURSES:

Organisatorisk Læring i og blandt organisationer (BA OL) - 10 ECTS (2021)

REVISION OF EXISTING EDUCATION:

'Bachelor i Organisatorisk Læring' (BA OL) - 180 ECTS bacheloruddannelse; revisionsansvar med Lektor Anja O. Thomassen. Revisionen fandt sted 2019 og første optag var september 2020.

CO-DEVELOPMENT OF TEACHING WITH EXTERNAL PARTNERS (2017 -->)

Invited organizations: Zliide Technologies, PAPP Danmark, PwC m.v.

Type your answer here...

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

Teacher of the year 2021: Study Board for Learning, ICT, and Organization. Type your answer here...

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)

Type your answer here...

8. Any other information or comments.

Type your answer here...