

## 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.**

2022 **Adjunct Professor**, Trinity Business School, Ireland, teaching 'Theory Building' to PhD students  
2021 **Visiting lecturer**, as part of KA1 – Learning Mobility of individuals – Staff mobility for teaching and training activities to various universities in the EU  
2021 **Lecturer**, International Entrepreneurship module and Internationalization of Diverse Forms of Organizing elective  
2018-2021 **Guest lecturer**, to NGO leaders and project managers from around the world as part of the EU funded workshops organized by InterCollege  
2017-2020 **Guest lecturer**, workshop on PBL organized by AAU PBL in Engineering, Science and Sustainability under auspices of UNESCO  
2016-2020 **Guest lecturer**, The Danish Science Festival  
Jan 2015 **Guest lecturer**, DRUID Academy  
May 2013 **Lecturer**, TBRP PhD course in 'Theory Building' at various EU universities  
2010-2014 **Lecturer**, Business Policy and Firm Analysis module (Top-up BSc Bus Econ)  
Sep 2010 **Lecturer**, IB Theories/ IE modules (MSc IB)  
Sep 2010 **Lecturer**, Entrepreneurship (BSc/MSc, IBC, MIKE, NVC, CIP)  
2010-2013 **Lecturer**, Research methods (MSc IB)  
2010-2011 **Lecturer**, Theory building, DOME PhD course: Innovation and Entrepreneurship Theory, Denmark  
Feb 2010 **Supervisor**, semester project, internship, and thesis supervision (BSc/MSc)  
2009-2010 **Visiting lecturer**, East China University of Science and Technology; teaching entrepreneurship to MBA students  
2007-2009 **Visiting lecturer**, Aalborg University; teaching International Business, International Market Research, Business Policy and Firm Analysis to BSc and MSc students  
2004-2005 **Tutor**, Hunter Centre for Entrepreneurship, Strathclyde University; tutoring Internet Based Business Start-up, Introduction to Business Start-up, Starting High-Risk Businesses to BSc and MBA students  
2001-2003 **Tutor**, Marketing Department, Strathclyde University; tutoring International Marketing, International Marketing Management, Marketing in Small Businesses, Marketing Research, Principles of Marketing, Retail Marketing, and Sales Marketing to BSc students

**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.**

Study/programme administration and management

2019 Coordinator, initiated, co-designed: International Entrepreneurship module and Internationalization of Diverse Forms of Organizing elective (MSc IB)  
2018-2019 Semester coordinator (5th semester)  
2015-2019 Semester coordinator (6th semester)  
2015 Expert assessment committee chairman  
2014-2019 Coordinator of PhD program at International Business Group  
2012-2019 Coordinator of International Business Module (MSc in IBE)  
2012-2013 Co-created, co-founded, and co-launched Journal of Business Models  
2012-2013 Initiated, co-designed and co-founded New Venture Creation semester  
2012 Initiated, designed, founded and coordinate Theory Building Research Programme  
2012 Initiated, co-designed and coordinate TBRP PhD course in 'Theory Building'  
2011-2017 Designed, implemented and coordinated Student-Company Fair, jointly implemented with Supporting Entrepreneurship at Aalborg  
2010-2014 Designed, implemented and coordinated Business Policy and Firm Analysis module (Top-up BSc)

**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**

PBL training: "Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability", ERASMUS+ Capacity Building national project (2015-2019, main applicant and coordinator).

Learning and training mobility: "Extra staff mobility to contribute to the implementation and sustainability of PBLMD project", Learning Mobility of Individuals (Erasmus+) project (2017-2018, main applicant and coordinator).

**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.**

Imre, K. N., Zhong, L., Nyraad, A. C. D., Turcan, R., & Gulieva, V. (Ed.) (2021, Dec 16). The Megaprojects at Aalborg University: A review and assessment. Aalborg University Business School.

Turcan, R. V., & Reilly, J. E. (Eds.) (2020). Populism and Higher Education Curriculum Development: Problem Based Learning as a Mitigating Response. Palgrave Macmillan. Turcan, R. V. (2020). Liquid Times - Newness and Uncertainty: An Innovative AAU PBL Response. In R. V. Turcan, & J. E. Reilly (Eds.), Populism and Higher Education Curriculum Development: Problem Based Learning as a Mitigating Response (pp. 393-420). Palgrave Macmillan. Bugaian, L., & Turcan, R. (Eds.) (2020). Implementing PBL Student-Centered Active-Learning Study Programmes. PBLMD: ERASMUS+. Bugaian, L., & Turcan, R. (Eds.) (2020). PBL Student-Centered Active-Learning Study Programmes. PBLMD: ERASMUS+. Bugaian, L., & Turcan, R. (Eds.) (2020). PBL Teaching and Learning Sustainability Strategies. PBLMD: ERASMUS+.

**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.**

An example of this type of activity could be found in the list of various PBL, pedagogical activities, outputs and outcomes developed and implemented during and after the PBLMD project.

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

Testimonials from doctoral reserachers who took part in the TBRP PhD course in 'Theory Building'

Testimonials from BSc students and entrepreneurs who took part in the Student-Company Fair as part of BSc study programme

Introducing and implementing entrepreneurship education in the Skipper School in Aalborg

**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)**

My personal reflections and thoughts are presented in this article: Turcan, R. V. (2020). Liquid Times - Newness and Uncertainty: An Innovative AAU PBL Response. In R. V. Turcan, & J. E. Reilly (Eds.), Populism and Higher Education Curriculum Development: Problem Based Learning as a Mitigating Response (pp. 393-420). Palgrave Macmillan. It presents a **new, revised AAU PBL model** that emerged from my experience in engaging in PBL teaching and learning at AAU; guest lecturing to faculty from/at various universities in Europe and internationally; as well as the implementation of the PBLMD project.

**8. Any other information or comments.**

Type your answer here...