

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.

Teaching (Autumn 2020 - Present)

List of Courses

Master's degree program in Marketing

Co-lecturing Fundamental Marketing, Customer Value, Sales Management & Customer

Buying Behavior (20ECTS)

Co-Lecturing Pricing, Sales metrics, and Marketing Ecosystems (20ECTS)

Co-Lecturing Strategic Brand management (5 ECTS)

Visiting Position Spring 2022 – Present

-As Senior Lecturer (Associate Professor) Linnaeus University, Sweden

Master's degree program in international business courses

Contemporary International Business Research (7.5 ECTS)

International Business Strategy in Emerging Country Markets (15 ECTS)

Internationalization of Entrepreneurial Firms (7.5 ECTS)

Thesis Supervision

bachelor thesis in international business

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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.

I was involved in Spring 2021 in student admissions in the masters' program in Marketing.

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

2022 Universitetspedagogikum - The Aalborg Model of Problem-based Learning (PBL) Aalborg University, Denmark

2022Certificate - PhD Supervisor Training in Authentic Leadership, Linnaeus University, Sweden

2021 Finnish pedagogical teaching qualification, Oulu University of Applied Sciences, School of Professional Teacher Education, Oulu, Finland

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.

I developed the course lectures for my part, these are new courses started for this program.

- Fundamental Marketing, Customer Value, Sales Management & Customer Buying Behavior (20ECTS)

- Pricing, Sales metrics, and Marketing Ecosystems (20ECTS).

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

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)

Reflection on teaching and supervision approach

Academia has always inspired me, and it has been a passion for me to be part of the fraternity. I feel research is a key determinant of competitiveness, and sharing your learning with students is a meaningful way forward. I have worked in various positions in the manufacturing and service industry that enable me to bring experiential learning into the classroom. This supports in providing insight to students about applying theoretical knowledge to resolve practical life issues. This enables students to prepare themselves better for employment prospects and careers. I believe the best way to learn is two-way open communication, which is my teaching approach. Involving the students in the discussion and create an environment of sharing and learning. I am continuously learning how to integrate digital tools into the classroom for better student-teacher interactions, which enable learning through application and or activities.

I see my journey as a good metaphor for my teaching philosophy. As a teacher, I view my role as a guide and the students as explorers. I expect and encourage active participation in the learning process within and outside the class. I hope to influence and develop sustainable consumption education in the future and contribute to increasing the quality of teaching. I see the enrollment in continuing education in the form of higher education pedagogical courses within the framework of the position I applied for as very attractive and wish to be involved in shaping sustainable consumption studies by using the research conducted at the department in teaching. A student-centered constructivist view of learning with emphasis on the students' active role in their learning process and with insight that students are different and learn in different ways. As a teacher, I prioritize interaction with students, guidance, and a safe space to debate ideas and learn from one another.

I have been involved in various subjects, from course coordinator, planning course content and literature. I have also been active at various course moments: planning, setting learning outcomes, compiling and updating literature lists, delivery, lecturing, seminars, marking, and feedback. As a teacher, my first focus lies in understanding knowledge creation and becoming source-critical. A second focus links theory and methods and relates what can be read in books to what happens in everyday life. Kliem (2017) recommends active listening utilizing effective and active listening techniques. He points out the few individuals listen effectively. Bhatti (2018) found in the doctoral research; individuals listen to respond, not understand. The study highlights that listening to customers and consumers leads firms to offer products and services better, addressing their needs. While reading the work of Wichmann-Hansen and Jensen (2015), I felt I am following this approach, probably not in the same order and without knowing the respective titles of questions. Nevertheless, it was a good feeling, and I firmly believe I am on the right track.

Approach as supervisor

- Be a good facilitator, coach, and educator.
- Facilitate students in finding the way, encouraging independent thinking
- I direct, guide and support, but scaffolding, I will practice

Preparing for Meeting

- Reading and making notes
- Listening is my personality trait
- Using my industry experience in guiding and facilitating
- Help them see the big picture and how to narrow focus from general to study focus area.

Listening to Understand

- Listening
- Ask them
 - What are they (work/project stage) doing?
 - Do they have argumentation from the literature on why they are (work/project) doing it?
 - How do they plan to do it?
 - What is the contribution of their work?

I have learned through my doctoral research, which explored relationship learning, it is not easy to listen to understand and requires conscious effort and practice. We as humans are rather impatient and usually eager to respond, even before understanding. As a supervisor or teacher, it is essential to be an active listener to be an effective educator.

8. Any other information or comments.

I occasionally write blog at <https://drwaheedbhatti.wordpress.com/>