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.

Undergraduate/ "Bachelor":
(Course / ECTS / program)
Macroeconomics 1 (Introductory-Intermediate) / 5 ECTS / Economics and Business Administration
Macroeconomics 1 (Introductory-Intermediate) / 10 ECTS / Mathematics-Economics
Microeconomics 2 (Intermediate neoclassical microeconomics) / 10 ECTS / Economics
Macroeconomics 3 (emphasis on growth theory) / 5 ECTS / Economics
Econometrics (Gauss-Markov with extensions) / 5-10 ECTS / Economics
Microeconomics 5: The Economics of innovation / 5 ECTS / Economics

Graduate/"Kandidat":
Quantitative Methods (survey design and analysis) / 5 ECTS / International Business
Econometrics (non-experimental research design and analysis) / 5-10 ECTS / Medicine with Industrial Specialization
Advanced Econometrics (Time series; exercises) / 5 ECTS / Economics
Simulation modelling / 5 ECTS /Innovation, Knowledge and Economic Dynamics
Evolutionary models of organisational change / 5 ECTS / Innovation, Knowledge and Economic Dynamics
Advanced Game Theory / 5 ECTS / Economics
Industrial Dynamics / 5 ECTS / Innovation, Knowledge and Economic Dynamics
Economic development / occasional lectures/ Economics and Business Administration

Supervision:
Semester projects in undergraduate Economics, Mathematics-Economics and Economics & Business Administration: 5-15 ECTS
Semester papers in econometrics, undergraduate Economics: 5-10 ECTS
Bachelor projects in economics, 20 ECTS
Bachelor projects in economics & business administration, 20 ECTS
Semester projects in the area of Innovation Economics in graduate Economics and Economics & Business Administration 10-30 ECTS
Master theses in the area of Innovation Economics, in Economics, and in Economics & Business Administration 30ECTS
Dissertations in the MBA program 30 ECTS
PhD theses in the field of innovation economics

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.

Member of the studyboard for graduate and undergraduate Economics since February 2024.

Responsible for **initial** course planning and development,and the academic coordination and **continued**curriculum development for the following courses:

Undergraduate/"Bachelor":
Microeconomics 5:The Economics ofinnovation / 5 ECTS / Economics

Graduate/"Kandidat":
Simulationmodelling / 5 ECTS /Innovation, Knowledge and Economic Dynamics
Advanced GameTheory / 5 ECTS / Economics
Industrial Dynamics/ 5 ECTS / Innovation,Knowledge and Economic Dynamics

Responsible for theacademic coordination and **continued** curriculumdevelopment for the following courses:

Undergraduate/"Bachelor":
(Course / ECTS /program)
Microeconomics 2(Intermediate neoclassical microeconomics) / 10 ECTS / Economics
Macroeconomics 3(emphasis on growth theory) / 5 ECTS / Economics
Econometrics(Gauss-Markov with extensions) / 5-10 ECTS / Economics

Graduate/"Kandidat":
Econometrics(non-experimental research design and analysis) / 5-10 ECTS / Medicine withIndustrial Specialization
Evolutionary modelsof organizational change / 5 ECTS / Innovation, Knowledge and Economic Dynamics

PhD course in SASprogramming

Semester coordinator, **program coordinator**, **accreditation,** and **evaluation of applications** for the twin MSc programs in innovation, knowledge and economic dynamics(cand.oecon) and innovation, knowledge and entrepreneurial dynamics (cand.merc) 2014-2018.

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

Grundkursus for universitetundervisere (basic course for university teaching)
Adjunktpædagogikum (University pedagogy for assistant professors)
Tony Bates workshop on digital learning (2020)
Blended Learning Workshop AAUBS (2022)

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

Initiator and leader of the project "Nordic initiative on AI in Business, Economics and Social Science Teaching" (Nordic AI-BEST) from 2024 onwards, which is a collaboration between Aalborg University Business School, The Norwegian School of Economics, The School of Economics and Law at Gothenburg University, and Tampere University on the use of AI in university teaching.
The project has published a series of reports on guidelines for teachers' use of AI, for students' use of AI, for institutional AI policies, and for student assessment with AI.

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.

Development and production of videos for flipped classroom teaching in Macroeconomics (3-5 videos) and in Microeconomics (about 30 videos).

Development of full set of assignments for 10 ECTS microeconomics course, including solutions for students. This is a 110-page book with about 50 assignments.

Developing of the following modules:

Undergraduate/"Bachelor":
Macroeconomics 3 (emphasis on growth): 5 ECTS
Econometrics (Gauss-Markov with extensions): 5 ECTS
The Economics of innovation: 5 ECTS

Graduate/"Kandidat":
Simulation modelling: 5 ECTS
Evolutionary models of organisational change: 5 ECTSE

PhD course in SAS programming

Editing of the curriculum for the twin MSc programmes in innovation, knowledge and economic dynamics (cand.oecon) and innovation, knowledge and entrepreneurial dynamics (cand.merc)

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

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.

Teaching reflections, didactic principles, and values
In my **classroom teaching** I believe it is important to emphasize the value of attending. I stress that there are no 'lectures' but rather 'teaching events', and if a teaching event could in principle be streamed from home, then I consider the event a failure. In order to ensure that there is a value to attending and that streaming or watching a recording is insufficient, I often use elements from flipped classroom teaching. This means requiring students to prepare from home and spending most of the time in the classroom on discussion and exercises. Preparing from home means reading and, if relevant,

watching videos that I prepare. In the classroom there is therefore focus on building knowledge, competencies, and skills through doing, using, and interacting.

I strive to use new tools that allow students to learn through doing, using, and interacting such as peer grading software and other digital tools made available by AAU, by publishers or by third parties when possible.

In my **supervision** I stress my role as discussion partner, and not as reviewer. Emphasis in supervision meetings is therefore on discussing both current results and new ideas, often based on a draft from the students, rather than on any concrete text in the draft. As a supervisor I see myself as the students' advocate and my goal is to assist them in leveraging their ideas to attain the formal 'learning outcomes' of the module. It is important to me that students become motivated by the excitement of the research process and experience the joy of discovery when working with their project.

8. Any other information or comments.

Evaluation of my teaching

For the 2023 fall semester the evaluations of the course The Economics of Innovation (5 ECTS Bsc.oecon) were:
Very good: 38%
Good: 58%
Sufficient: 4%
Bad: 0%
Very bad: 0%

For the 2023 fall semester the evaluations of the course Microeconomics II (10 ECTS Bsc.oecon) were:
Very good: 42%
Good: 37%
Sufficient: 11%
Bad: 11%
Very bad: 0%