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 / programme)
Macroeconomics 1 (Introductory-Intermediate) / 5 ECTS / Economics and Business Administration
Macroeconomics 1 (Introductory-Intermediate) / 10 ECTS / Mathematics-Economics
Microeconomics 2 (Intermediate neoclassiskal 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 andanalysis) / 5 ECTS / International Business
Econometrics (non-experimental researchdesign 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 administation, 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, ine Economics, and in Economics & Business Administration 30ECTS
Dissertations in the MBA programme 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.

Responsible for **initial** course development for the following courses:
Graduate / "Kandidat":
Competition Law and Industrial Economics / 10 ECTS / Business Law
Responsible for **initial** course 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":
Simulation modelling / 5 ECTS /Innovation, Knowledge and Economic Dynamics
Advanced Game Theory / 5 ECTS / Economics
Industrial Dynamics / 5 ECTS / Innovation,Knowledge and Economic Dynamics

Responsible for the academic coordination and **continued** curriculum development for the following courses:

Undergraduate/ "Bachelor":
(Course / ECTS / programme)
Microeconomics 2 (Intermediate neoclassiskal microeconomics) / 10 ECTS / Economics
Macroeconomics 3 (emphasis on growththeory) / 5 ECTS / Economics
Econometrics (Gauss-Markov withextensions) / 5-10 ECTS / Economics

Graduate/"Kandidat":

Econometrics (non-experimental researchdesign and analysis) / 5-10 ECTS / Medicine with Industrial Specialization
Evolutionary models of organisationalchange / 5 ECTS / Innovation, Knowledge and Economic Dynamics

PhD course in SAS programming

Semester coordinator, **programme coordinator**, **accreditation,** and **evaluation of applications** for the twin MSc programmes in innovation ,knowledge and economic dynamics (cand.oecon) and innovation, knowledge and entrepreneurial dynamics (cand.merc) starting fall semester 2014 and ending with the spring semester 2019.

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.

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.

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 ECTS 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) I generally only use teaching materials that I develop myself with the exception of textbooks. See point 7 below for details.

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 valuesIn 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. When teaching, I emphasize developing my own **teaching material** instead of using ready-made material from publishers. This of course means own and updated presentation slides, quizzes, and assignments with elaborate guides in print and video. It also includes producing videos for flipped classroom teaching. I develop course specific programs of peer-grading with multiple assignments of increasing complexity. Peer-grading has well known didactic benefits and in addition to these, I use peer-grading with two specific aims. For a given assignment the anonymous nature of peer-grading lowers students' barriers to participation and commitment. At the module level, peer-grading trains students in communicating their knowledge, skills and competencies in a setting that resembles an exam, and it gives them a familiarity with the exam situation through experience with grading and evaluating other students' assignments.

8. Any other information or comments.