

## 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.**

The didactical base for my teaching is Problem-Based Learning (PBL). Coupled with lecturing, flipped classroom, cases and exercises and utilizing a set of novel digital tools to create learning spaces that force students to work in teams, review each others' progression and reflect upon their own learning, my teaching is focused on how theoretical and empirical insights make a difference to the managers and leaders of organisations. My current teaching includes: Business Models and Strategic Reporting (Masters level) Intellectual Capital Statements in a management control agenda (Masters level) Management Accounting and Management Control Systems (Masters and bachelors level) New Venture Creation (Masters level) Corporate Valuation (Masters level) Scientific methodology (Masters level) Business Models for Executive Committees (Executive course) Academic writing and publishing (PhD level) Business Models and Disclosure (PhD level) Intellectual Property Rights and Spin Outs in Biomedical and Life Science (PhD and postdoc level) All teaching is conducted in English.

**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.**

Experienced study-programme manager of the Masters in Management Accounting at Aalborg University (2010-2014), study-programme manager of New Venture Creation at Aalborg University (2012-2015), Programme manager of Bachelors-level Management Accounting at Aarhus University (2005-2007). Responsible for evaluation of Bachelor's and Master's programmes at Aalborg University Business School in 2018, responsible for AACSB accreditation of study programmes at Aalborg University Business School 2020 to 2023.

**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**

Formal pedagogical training at Aarhus School of Business 2006 - 2007 Continuous training and coursework in Problem-Based Learning, Aalborg University, 2010 - 2017 Training in online didactical tools, 2020- 2021

**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.**

I have conducted research on how to improve the collaboration between universities and companies in projects where students are involved in Problem-Based Learning: Nielsen, C. & K. Cappelen, (2014). Exploring the Mechanisms of Knowledge Transfer in University-Industry Collaborations: A Study of Companies, Students and Researchers. Higher Education Quarterly, Vol. 68, No. 4, pp. 375–393. Nielsen, C., Sort, J. C., & Bentsen, M. J. (2013). Levers of management in university-industry collaborations: How project management affects value creation at different life-cycle stages of a collaboration, Tertiary Education and Management, Vol. 19, No. 3, pp. 246-266. Nielsen, C., & Sort, J. C. (2013). Value exchange in university–industry collaborations, International Journal of Technology Transfer and Commercialisation, Vol. 12, No. 4, pp. 193-215.

**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 was instrumental in developing the 9th-semester course "New Venture Creation", in which students received 30 ECTS credits whilst starting their own companies. I have further developed courses at the University of Bologna on Strategic Control and Business Models that couple students with companies in hybrid learning formats.

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

**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)**

I believe that Problem-Based Learning should be conducted within all teaching methods. I, therefore, thoroughly disagree with the tendency to keep lectures as lectures and only to practice PBL in project work. Using collaboration and peer-reflection tools before, during and after lectures dramatically enhances students' learning. Further, I believe in practising student-based research in business development and business analysis programmes.

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