

## Undervisningsportfolio

**1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.**

As an assistant professor, I mainly engaged in first and second-year teaching in macroeconomics. Later, I spent most of my teaching obligations on Ph.D. supervision and administrative duties related to Ph.D. activities as a member of the Ph.D. council of the Faculty of Social Sciences, Aalborg University, and Department of Management, Aarhus University. In 2012, when the new part-time MBA program opened at Aalborg University, I gradually started teaching more in this program, which continues to be my main teaching activity. I have played a central role in this program by teaching two core courses and coordinating the 3rd semester. I started as an assistant professor in 2004. I completed the university pedagogical program for assistant professors in 2005. Since then, I have taught courses at bachelor's, master's, and Ph.D. levels in a wide range of fields, including Economics, Innovation Management, Organizational Behavior, Strategy, Innovation and Ecosystems, Economic Geography, Entrepreneurship, Quantitative Research Methods, and Econometrics. I have supervised more than 30 master's theses and 11 Ph.D. students.

**2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.**

Skriv dit svar her...

**3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.**

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**4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.**

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**5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.**

At the beginning of my teaching career, it was uncommon to systematically evaluate the teaching skill for bachelor's and master's programs for full-time students. But when the MBA program opened with the first cohort in 2012, I started getting these evaluations regularly. This was also practiced at Aarhus University at the Department of Management, where I was a professor from 2015 to 2020. My MBA teaching has consistently been evaluated between 4.5 and 5 on a 5-point scale, where five is excellent. Both at the entire course level and for my teaching in particular. These evaluations are available upon request, if relevant.

**6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.**

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**7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).**

I use a personal and flexible approach in my lectures, which is different from typical lectures (i.e., one-way communication for 2 x 45 minutes). I emphasize clearly articulated learning goals for each class, making it easier for students to follow. Even with larger crowds (I have done this with up to 250 students), I use more minor breaks of 10-15 minutes, where students can discuss questions, models, related newspaper articles, or theoretical assumptions. I use these to motivate the discussion with students and, more importantly, to break the lecture's rhythm, increasing students' awareness. I have also used small quizzes during lectures with success. This also facilitates a strong learning experience for most students because they have to develop a more robust understanding of the topic to discuss it with each other. Preparation is the key to successful teaching. I always try to be very well prepared. Part of this preparation is to find additional cases, assignments, or examples which can illustrate my point. I frequently use these during lectures to have more minor breaks with discussion. I use the small assignments and breaks as a time-out for the students, so they can think about something more productively than continuing to listen to me. It is hard for people to focus on listening for more than 20 minutes at a time. I use my breaks to add more balance and variation to the lectures to increase students' awareness and focus (and to increase my focus as well).

After starting to teach MBA students in 2012, I wanted to get more dialogue and discussion into the classroom. The participant-centered learning greatly inspired me with the case and discussion-based teaching at US business schools from Harvard Business School. In 2013, I completed the first part of Harvard's training in using this method. I continuously focus on implementing more and more discussion into the classroom but on cases that inspire students to discuss with each other and which closely relate to and illustrate the models, theories, or applications that I am trying to teach.

When I supervise projects, I try to structure my supervision by using a review form that I fill out after reading the students' work. I e-mail this to the student(s) the day before the meeting, so they are prepared for what I will say. This enables me to be prepared well in advance and helps me develop new ideas after I have sent the form. My goal is to inspire the students to make their own choices and solve their problems by presenting different solutions and challenges. This increases their benefits from writing projects. I see myself as more of a guide than a supervisor since I focus on inspiring rather than immediate solutions. If they have a problem they cannot solve themselves, I try to present them with multiple solutions, which they can choose from or inspire them to solve their problems.

## **8. Andet.**

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