

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.

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. 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.

Type your answer here...

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

Type your answer here...

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.

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. 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)

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. Any other information or comments.

Type your answer here...