

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.

Tourism MA, AAU Copenhagen

Coordinator: 2011-2017

Courses (main responsible): Encounters. Sociological and Anthropological approaches to Tourism (previously Culture and Cultural encounters (-2017)) (7th sem., 5 ECTS), Problem-based Methodology and Project Writing (7th sem., 5 ECTS), Digital Methods (8th sem., no ECTS), Innovation Camp coordinator, (8. sem, preparatory for the 'Innovation in Tourism' project on 8. sem.)

Human-centered Informatics MA

Coordinator Social analytics: 2017-

Course (main responsible): Digital Collaboration, 9th sems. (5 ECTS),
Courses (lecturer): Qualitative Methods, Tourism Markets and Market communication, Consumer studies in Tourism (Tourism MA, AAU Copenhagen)

Supervision experience

The teaching model at AAU is problem-based learning (PBL). This means, among other things, that all students conduct group-based project work every semester. I therefore have extensive experience with supervising 7th and 8th semester projects, internship projects (9th semester) and thesis supervision on the Tourism MA since my start at AAU from 2010. I supervise projects for the project element in Social Analytics in Context (15 ECTS), where students engage with real-life challenges posed by clients. The last years, Wonderful Copenhagen and the National Museum of Denmark have served as project clients.

Previous teaching and supervision experience

- Topical issue: Green innovation in Tourism (University of Southern Denmark). International Tourism and Leisure Management, University of Southern Denmark, 9th semester, 2010
- Tourism, Culture and Events. International Tourism and Leisure Management, University of Southern Denmark, 3rd semester, 2010
- Strategic Communication in Tourism. European Master in Tourism Management, University of Southern Denmark, 7th semester, 2006-2009
- Etnologisk metode (Ethnological methods). European Ethnology, University of Copenhagen, 1st semester (2005)
- Felt- og kildestudie (Field studies and the study of material sources). European Ethnology, University of Copenhagen, 2nd semester (2006)

During my time as a PhD student at the University of Southern Denmark, I have supervised bachelor and Master thesis at the following studies: International Tourism and Leisure Management and Master of Tourism Management (University of Southern Denmark).

Natacha Martin 2020-, AAU, (supervisor)

Magdalena Falter, 2019-, University of Iceland (co-supervisor)

Daniela Chimirri, 2018-, co-funded PhD, AAU/Aalborg Harbor (supervisor)

Hanne Finke, 2014-2018, University of Southern Denmark, (co-supervisor)

Thomas Trøst, 2017- industrial PhD, AAU/Wonderful Copenhagen (co-supervisor)

Censor activities

Ethnology, MACA (Master of Applied Cultural Analysis), University of Copenhagen

Opplevelsesbasert Reiseliv, University of Agder, Norway

My academic teaching track record has taken me from my original field of Ethnology at the University of Copenhagen, where I worked as an external lecturer after my studies. After two semesters of teaching courses in qualitative methods and methodology, I initiated my PhD in Tourism at the University of Southern Denmark at the Institute of Business Communication and Information Studies (later Tourism was transferred to the Department of History and Civilization). At SDU I primarily taught in Strategic Communication (7th semester) and topical issues subjects within the field of tourism (climate and tourism, green innovation and event management etc.). After one year as working as an assistant professor at SDU, I undertook employment at Aalborg University, where I am main responsible for the courses Culture and Cultural Encounters in Tourism (7th semester) and Innovation camp (8th semester). Also, supervise projects, internships and master thesis and occasionally lecture on various courses on Tourism master program, such as Qualitative Methods,

Tourism Markets and Market communication, Consumer studies.

Courses, main responsible

- Culture and Cultural Encounters in Tourism

MA in Tourism, Aalborg University, 7th semester, 2011-

Member of the external examiners (censorkorps) at Ethnology, University of Copenhagen (2010-)

Previous experience at SDU and KU:

- Topical issue: Green innovation in Tourism

International Tourism and Leisure Management, University of Southern Denmark, 9th semester, 2010

- Tourism, Culture and Events

International Tourism and Leisure Management, University of Southern Denmark, 3rd semester, 2010

- Strategic Communication in Tourism

European Master in Tourism Management, University of Southern Denmark, 7th semester, 2006-2009

- Etnologisk metode (Ethnological methods)

European Ethnology, University of Copenhagen, 1st semester (2005)

- Felt- og kildestudie (Field and material sources studies)

European Ethnology, University of Copenhagen, 2nd semester (2006)

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.

Study administration

I have been a member of the study board of Cross-Cultural Studies at Aalborg University from 2012 to 2018. At the Tourism MA program, AAU (Copenhagen campus), I have served as a study coordinator from 2012 to 2017. Since 2017, I have been in charge of coordinating the cross-departmental 9th semester module Social Analytics.

At the University of Southern Denmark, I have been a member of the cand.-negot- study board (2009-2011) and a member of education committee (uddannelsesudvalg) at the Department of History and Civilization (2009-2011).

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

I have completed the compulsory assistant professor university pedagogy course in 2013.

I have completed the PhD supervisor course "The PhD Supervision Process: Methods and Tools", May 2018

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

Since 2012, I serve as member of the board of ATLAS (Association for Tourism and Leisure Education), where my responsibility is the coordination of student memberships and PhD colloquiums. I am in charge of organizing and often also planning and facilitating the annual ATLAS PhD event held in conjunction with the annual ATLAS conference.

Apart from the ATLAS initiatives, I have worked as a main organizer for the following PhD courses: Doing research in tourism – issues and challenges (AAU, 2012), At opleve (på) stedet (SDU, 2007), Cultural heritage and ownership (SDU, 2006).

In 2016, I was a member of the external expert panel for the study accreditation of the Erasmus Mundus European Master in Tourism Management at University of Southern Denmark.

Through my teaching career, I have written a few articles which reflect experiences from teaching, firstly on how cultural is taught at 'non-cultural subjects in higher education and second, how student-practitioner collaboration add value to innovation in tourism.

Liburd, J.J. & C. Ren (2009) Selling difference: Conceptualising culture in tourism education and management. In Blasco, M. & M. Zoelner (eds.) *Teaching Cultural Skills. Adding Culture in higher Education*. Copenhagen: Nyt fra samfundsvidenskaberne

· Ren, C., Gyimóthy, S., Jensen, M. T., Krizaj, D., & Bratec, M. (2014). Proximity of Practice: Student-Practitioner Collaboration in Tourism. In G. Alsos, D. Eide, & E. Lier Madsen (Eds.), *Handbook of Research on Innovation in Tourism Industries* (pp. 325-348). Edward Elgar Publishing. DOI: 10.4337/9781782548416.00023

Jóhannesson, G. T., Ren, C., & Krizaj, D. (2017). Bridge-builders, scouts and 'idiots': Exploring topologies of tourism student collaboration. In C. Ren, G. T. Jóhannesson, & R. van der Duim (Eds.), *Co-creating Tourism research: Towards Collaborative ways of Knowing* Oxon: Routledge. Contemporary Geographies of Leisure, Tourism and Mobility
Lastly, I serve as reviewer for the Journal of Hospitality, Leisure, Sport & Tourism Education.

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.

Knowledge collaboration:

Knowledge collaboration is embedded into many of my teaching activities, for instance during the 9th semester Social Analytics module (Wonderful Copenhagen, National Museum) and the yearly Innovation Camps (until 2017) with external public and private partners.

Curriculum development:

Part of revising the Tourism MA curriculum at AAU in 2013-2014.

Together with colleagues at the Dept of Communication and Dept of Learning I have developed the 9th semester module on Social Analytics, which I also coordinate. I co-teach a 5 ECTS course on Digital Collaborations together with a colleague from Techno-Anthropology.

I have previously helped develop the Bachelor study of Sociology and Cultural analysis (in Danish) at the University of Southern Denmark. I served also as project manager on the development of the English Master in Cultural Sociology. Both were successfully accredited in 2009.

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

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 pedagogic development, plans for following up on feedback/evaluations from students, etc.

As a part of my teaching duties as a PhD at the University of Southern Denmark (2006-2009), I was put in charge of teaching on the Master level of the study of International Tourism and Leisure Management. I shortly after experienced that my background in Ethnology – and hence my knowledge and teaching ambitions concerning the role of culture in tourism – deviated from the expectations and interests of the students. Unlike what some students had experienced on their BAs, I did not teach about the role of static national or ethnic cultures or corporate identities, but instead critically addressed the role which these are attributed (for instance by Hofstede and his 'dimensions') and in how culture can instead be seen as effects of ongoing everyday life practices.

My constructivist and performative approach to culture often puzzles students in our first consultations, leaving some to lament the lack of clear directions and right/wrong answers. For instance, a cultural skill set is at times confused within business-oriented areas of tourism studies (tourism management) with an ability to translate or 'decode' other cultures where cultural skills are seen as an attractive add-on to other 'primary' skills within, say, tourism management or marketing.

In order to meet and reflect upon this problematic role of culture in tourism studies during my PhD, I took part in a seminar with other cultural study scholars affiliated with business school programs. The result of the seminar and following discussions was an edited book entitled *Teaching Cultural Skills. Adding Culture in higher Education* (Blasco & Zoelner (eds.) (2008) on how to teach culture on 'non-cultural' educations. Along with my PhD thesis supervisor Janne Liburd, I contributed to this book with the chapter *Selling difference: Conceptualising culture in tourism education and management* with reflections on how culture can serve useful in tourism education and management. We argue that it is vital to avoid ending up as a mere 'translator' between static national or organizational cultures. By emphasizing how culture is done and done over through mundane and heterogeneous practices, we argued for a dynamic understanding of culture, in which its role and impact is not assigned a priori to, but continually created through interaction of various kinds. Still today, rejecting easy cultural schemes and emphasizing the dynamic, performative – and hence less predictable and more ephemeral interpretations of 'culture as practice', stands as a continual challenge in my teaching. This is also the case with my two current main courses on Encounters in tourism and Tourism innovation. However – and very much in line with a performative understanding of culture, a very efficient way to demonstrate the value of cultural insight, reflection and criticality is through practice. An example of this, which I continually strive to improve, is the Innovation Camp.

Innovation Camp – working in collaboration

Each year until 2018 I have been in charge of planning and conducting of an Innovation Camp on the 8th semester at the Tourism MA. During the camp, students are paired with external stakeholders from the tourism industry to foster process or product related innovation. In the following, I reflect on learnings from the first camp held outside of Denmark, in Slovenia, in collaboration with a web-based platform, the Bank of Tourism Potential of Slovenia (BTPS), managed by the Slovenian New Tourism Institute (NTI). The camp setup consists of a handful of traditional lectures on innovation in tourism, some meetings and a guest lecture with NTI, a field trip and subsequent creative workshops and group supervision.

The outcome of the Innovation Camp has been accounted for in the chapter "Proximity of Practice: Student-Practitioner Collaboration in Tourism" co-written with colleagues Szilvia Gyimóthy, Martin T. Jensen, Dejan Krizaj and Miha Bratec for the book *Innovation in Tourism Industries* (G. Alsos, D. Eide & E.L. Madsen, eds.). As the account describes, the Innovation Camp made it clear that what practitioners saw as 'good outcomes' in the different projects was quite diverse. Not all knowledge and not all projects were considered equally valuable and useful – which is perhaps not surprising. The more surprising thing was perhaps that not only the 'good' groups, that is the hardworking, dedicated and academically strong students were the ones who received recognition from practitioners. Also students who had not shown the greatest interest and not made great efforts so far on the program, turned out to be in possession of valuable skills to work with

innovation in the field.

This led to the recognition that even though the skills of our students are not uniform, this does not mean that they are of less value to the industry in which at least some of them will end up working. While as a coordinator, I had been concerned up until that point with creating a stronger tourism student identity across the group of students, the Innovation Camp displays that the diversity of the students, of their ambitions and skills is not a downside, but rather a fact, which must be dealt with.

This realisation means that thinking of more diverse ways of teaching (and assessing) students in tourism related cultural and innovative skills enables more students to showcase and contribute with their specific competences. As the Innovation Camp made clear, the students represent a vast potential, of which all is not visible looking through the spectacles of the university. In my teaching, I use that realization to develop formats – within the limits of academia – that allow for iterative learning processes (for instance through portfolio work which is revised throughout the course), that draw heavily on impactful cases from my own research and that include films and other media types.

Evaluation and assessment criteria in academia represent but one way of measuring performance, and as I have witnessed many times, they do not necessarily reflect the true skills or potential of students. However, such are the circumstances and question is how one might help bringing out the skills and realize the potentials of each student within the framework of teaching, supervision and examination.

8. Any other information or comments.

Type your answer here...