

## 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.**

International Trade Theories (M1, KalB, 2020, 2021) - Introduction to international trade theory - Culture in IB (workshop)  
International Management Functions (M4, KalB, 2020, 2021) - Human Resource Management and Talent acquisition  
Contemporary Issues in IB (KalB, 2021) - Strategic human resources/Evolution of global staffing in MNCs Denmark and the World (KalB, 2021) Project supervision (KalB, 2020, 2021) Master thesis supervision (KalB, KaMa 2020, 2021)  
Elective: MNCs and Ecosystems: Innovation and Value Co-creation for Sustainable Development (Master, 2021) Elective: International Business (BA, 2020, 2021) Elective: Strategisk ledelse/Strategic Management (BA, 2021) Non-equity modes of internationalization (KalB, 2020, 2021) Applied Social Data Science Capstone project (KaEcon, SDS, 2021)

**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.**

Course coordinator for the Non-equity modes of internationalization (KalB, 2020, 2021) Co-development of three modules: Non-equity modes of internationalization (KalB, 2020, 2021) and Elective : International Business (BA, 2020, 2021) and Value and Initiative: Denmark and the World (2021) On the accreditation panel (2021-22) as one of representatives for Assistant Profs

**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**

UP Pedagogy (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.**

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.**

Co-development of three modules: Non-equity modes of internationalization (KalB, 2020, 2021) and Elective : International Business (BA, 2020, 2021) and Value and Initiative: Denmark and the World (2021) Cooperation with game development platform Actee (2021-2022) for the Elective in International Business (BA)

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

Evaluation statement from the UP Pedagogy: We have supervised Agnieszka Nowinska over the year that she participated in the course in university pedagogy for assistant professors and observed the following progression: Agnieszka Nowinska is an extremely skilled and inspiring teacher. She has worked on progressing her teaching practice systematically by means of theoretical studies, practical innovative experiments, and data-based analysis of the experiments, and reach her goals for developing her practice impressively. A special focus has been on effective students' activation and the tools and role of the teacher as facilitator, a topic of high relevance for higher education. Besides, her teaching approaches and trials have shown to be very effective and inspiring in online teaching during the pandemic times, which also fits the digitalization trend in higher education. We have followed Agnieszka Nowinska's pedagogical

work; observed her lectures and supervision sessions, and had formal and informal pedagogical discussions with her during the year of her participation in the course. We have discussed the observation from her teaching and supervision activities and discussed the outcome of the assistant professor course with her as well as discussed reflections from pedagogical literature that Agnieszka Nowinska has studied independently along with the process. As documented by her learning report, Agnieszka Nowinska has developed a range of interesting and innovative formats. Also Agnieszka Nowinska are highly able to work creatively when translating research and methods into inviting and engaging teaching formats successfully.

**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 kickstarted my own data collection in terms of students' satisfaction and evaluation of my courses as the response rates of the formal reports is very low and I strive for teaching excellence and need feedback. This has been discussed with the Study Management.

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

Type your answer here...