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1. Biography

My formal teacher training took place in 2009/10 when I completed a one-year Postgraduate Certificate in Education (PGCE) at the Institute of Education, University College London. The subject I was trained to teach was Business studies and Economics, both as an academic A-level subject and a vocational subject (BTEC) in UK secondary schools. I spent 6 months teaching business and economics at two London secondary schools as part of this pedagogy training.

Other relevant pedagogy training I have undertaken include 'Basic Pedagogy' at NHH (2020) and 'Teaching Portfolio' at NHH (2020). Additionally, I completed a Postgraduate Certificate in business and personal coaching in 2007, which I think is relevant for my approach to the facilitation of learning.

I will summarise my main teaching experience here. (For a full list of prior teaching please see the appendix). I have facilitated corporate learning programmes in person and via EdTech platforms since 2010. Between 2013 and 2019 I was engaged as a facilitator of international career workshops at the Norwegian School of Economics. During the spring of 2019 I was engaged as a teacher of Norwegian to an adult class of learners (A2 level) at Westminster University in London. From 2018 to 2020 I was a guest lecturer at University of Manchester to MA students in intercultural communication, providing a practitioner perspective on intercultural training.

As a PhD Candidate at NHH, my current teaching is part of my 'pliktarbeid'. My teaching experience at NHH started in the autumn of 2019 and has included the following courses:

- Intern A-M, Internship Abroad-Master programme: intercultural communication, 2019-2022
- ENG11, English for Business to BSc students, 2020-2022
- INS410 Innovation School – intercultural competencies and innovation, 2021-2022
- English as a common language and intercultural toolkit for working abroad, 2020
- CEMSBS-H19, Business Communication Skills Seminar, 2019

2. Teaching philosophy

I believe that my teaching has been coloured by a coaching mindset, as I practised personal and executive coaching and group facilitation before training to be a teacher. In the UK, Sir John Whitmore was known as a pioneer in the executive coaching field. Whitmore (2010) 's definition of coaching is: "...unlocking a person's potential to maximise their performance. It is helping them to learn, rather than teaching them", and this definition seems to resonate well with a learning approach to teaching. J. B. Biggs (2011) defines the purpose of a learning approach to teaching in the following way: "the purpose of teaching is to support learning" (J. B. Biggs, 2011, p. 20).

I believe that my deeper, underlying interest in teaching originates from my own experience as a pupil and being taught by an empowering teacher for the first six years at school. I gained an understanding of the powerful impact that teaching and messages projected by teachers can have on a young person. I have also observed the impact of negative messages on young and impressionable minds. Hence, my aim as a teacher is to encourage students to believe in themselves and their capabilities. I also believe that valuable teaching should focus on life-long learning, emphasising problem-solving and transferrable skills, as we do not know what knowledge and skills will be required in the future.

Vygotsky's learning theory and Bloom's Taxonomy

My teaching practice was initially inspired by Vygotsky's social learning theory (Vygotsky, 1978) and Bloom's Taxonomy (Bloom, 1956). According to Vygotsky, students are guided to increase their learning, through social interactions with a skilful educator who allows the student to observe and practice their skills. Scaffolding, or supportive activities provided by the educator or peers, are encouraged, to assist student learning. During a teaching placement in a London secondary school, I applied Vygotsky's scaffolding and social learning principles to a group of students with mild learning difficulties. One of my observations from working with this group of students was that it took longer than expected for them to achieve an understanding of basic business concepts. My teaching response was to 'scaffold', to break new concepts down into smaller pieces that built on one another. I have taken the scaffolding approach into my facilitation and teaching practice by asking questions that check for understanding, and then breaking them down, if needed. A recent example where I could see the value of scaffolding was during a comparison between student reports on bachelor and master level at NHH. I was involved in the assessment of reflection reports from the Internship Abroad Programme at NHH. When reviewing Bachelor and Master reflection reports from internships abroad students in May 2020 we found that the Bachelor students demonstrated better written reflections, both with regards to their own experiences and when reviewing intercultural theory, than the Master students. This was at first surprising. However, I realised that the Bachelor students had been asked to specifically reflect on critical incidents, and this concept had been explained to them beforehand. The bachelor students had also been given specific literature to discuss. The Master students, on the other hand, had been given more freedom. The Master students had been asked to reflect on personal work experiences related to their internship and they were allowed to choose their own intercultural literature. The reflections from the Master students were more descriptive (demonstrating a lower level of reflection) and less critical and analytical than the reflections from the bachelor students. However, my own re-reflection on this learning context, was that developing reflective skills often requires guidance. The Master students may not have had

more opportunities during their studies to develop reflective thinking than the bachelor students, and they may not have encountered intercultural theory before. This insight resulted in a decision to give the next cohort of Master students three specific questions to reflect on during their internships abroad. When assessing the cohort of Intern A-M students in 2021 I found that the impact of this 'scaffolding' was that the student reports contained deeper and more mindful and critical self-reflections.

Equally important to understanding basic concepts at the starting point for learning, is encouraging higher order learning of concepts or developing higher-level skills from lower-level skills. I have applied Bloom's taxonomy as a teaching tool, both when planning lessons and in class discussions and student assignments. My aim is that all orders of thinking, particularly higher order thinking, are exercised in students' learning. Therefore, I need to give students opportunities to practice higher order thinking both in the classroom, in group exercises and in written assignments.

Cooperation and active learning

In my view social learning theory complements the teaching principles of Chickering and Gamson (1987) that encourage cooperation and active learning among students. Chickering and Gamson also encourage the teacher to give prompt feedback and communicate high expectations. I believe that I apply Chickering and Gamson's principles in the following way during my teaching of the internship-abroad course at NHH: Active learning and the flipped classroom (see next section) are encouraged in pre-departure and post-arrival workshops that include problem-solving exercises and group discussions. Active learning also occurs during the internship when the students get opportunities to reflect in writing on how their work experience relates to prior learning, intercultural theories and theory from business and economics. This should increase the possibility of deep learning. When the students write their draft report from the internship, they get written feedback on their reflections before submitting the final report. Students learn that feedback is central to learning and improving

performance. I believe that I am demonstrating a positive belief in and high expectations of the students and that this comes across as a positive attitude towards them and high participation in the classroom (or on EdTech. platforms). I apply a facilitation approach in the classroom, where I try to encourage active participation in groups and then do my best to link the students' responses to relevant knowledge and understanding.

The flipped classroom

I first heard about the flipped classroom during the autumn of 2019 from colleagues at NHH. I was attracted to the idea of increasing student learning and participation in the classroom. A flipped classroom means that students view lessons at home and engage with relevant material at school in collaboration with their peers or teacher. The teaching of intercultural communication in Internship Abroad programme, is an example of the flipped classroom, in my view. The learning material consists of a video lecture, developed by my Supervisor, which the students can watch in their own time. In addition, the learning platform contains intercultural theory texts, a reflective writing guide and an organisational case study. The teaching starts with an interactive pre-departure face to face workshop (now carried out via zoom). The course combines a credit-bearing learning module with an internship in a company located abroad. During the pre-departure workshop in November 2019, I introduced a group activity that involved evaluating anonymised former student reflection reports, aimed at helping the students focus on their reflective writing during the internship. This is a capability-focussed curriculum and working in teams to evaluate former student reports was thought to be a valuable activity to encourage peer feedback and higher-order learning.

Constructive Alignment

Another theory that has informed my thinking about teaching is J. Biggs (1999)' focus on constructive alignment between objectives, teaching and assessment. I believe that Biggs' constructive alignment resonates well with my teaching beliefs and the learning theories I have mentioned so far. My

previous teacher training and practice included aligning the overall goal for the course with schemes of work (breaking down the overall goal into sections), which were then aligned with the lesson objective. Furthermore, I used the lesson objective as a guide for aligning each lesson's content and activities with the objective or learning outcome for the whole lesson. At the end of each class, the students were questioned on how the objectives had been met. I continued this constructive alignment during my teaching of Norwegian to adults at Westminster University. At NHH the practice when teaching English for business and the Internship Abroad courses are to align objectives with assessment via a rubric system. The rubrics have been developed by the course lecturers and are shared with the students both on Canvas and in class.

Further development

I am at the beginning of a teaching journey in higher education, and I believe it is essential to continue to develop my teaching by reflecting, re-reflecting, asking for feedback, including observations, and taking part in pedagogy courses that are offered.

3. Teaching and assessment repertoire

d. Pedagogical materials

The following documents, which can be found in my appendix, are examples of pedagogical materials I have developed:

- Presentation of challenges and solutions to the Internship abroad programme at NHH 2020
- Presentation: Intern Abroad Master pre-departure workshop spring 2020
- Case studies – Intern abroad master and English for business

- Presentation: Lesson plan example from teaching Norwegian at Westminster University 2019
- Agenda from NHH career workshop 2017
- Exercise from Guest lecture at Cologne Business School 2017
- Educational game: diversophy Norway: intercultural game that I co-developed in 2018

e. Teaching planning and contributions in own department, at NHH etc.

- I have participated in the planning and delivery of the Internship Abroad pre-departure and post-arrival workshops, English for Business and Innovation School.
- I have also participated in formative assessment of students' draft and final reflection reports following their internships abroad in between 2019 and 2022.
- I was responsible for the Intern Abroad Master course for the academic year 2021/22 when my supervisor was on study leave.
- During the department's annual strategy seminars, I have participated with suggestions for new teaching courses.
- I participated in workshops/lectures on pitching business ideas in the English department and on intercultural communication between Norwegians and Koreans on a ship-building project in Korea and on establishing a subsidiary in Brazil for a CEMS course in intercultural communication during autumn 2019 and spring 2020. I was also asked to provide feedback to my colleagues after the lectures.

f. Education Management

- I was elected deputy for temporary employees at the Department Board for 2019-2021, and I have participated in Department meetings.
- I am a founding member of the steering committee for the PhD Association at NHH. I also co-created a survey to explore the needs of PhD candidates at NHH.
- I organised a 'lunch and learn' presentation at the department on the Internship abroad programme, delivered by a colleague from the International Career Centre at NHH.
- I am involved in a collaborative pilot project on developing internships for students in South Africa, between my department - the Department of Professional and Intercultural Communication at NHH, the International Career Centre at NHH, the Department of Education Technology at NHH and the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU). I contributed to obtaining the funding from DIKU for this project by being responsible for obtaining letters of intent from companies in South Africa willing to take on NHH interns. After the project had been accepted by DIKU and the contract signed by the rector at NHH, my role was to organise a week of meetings with companies in Cape Town. I succeeded in scheduling the programme and travelled with my colleague from the department to South Africa. The trip was cut short on 16. March 2020 due to Covid-19. The project will continue when possible.
- I was alumni mentor to an international MSc Student at NHH, for the period September 2020 to April 2021.

h. Dissemination

- Wrote article in Khrono (20th November): “Norsk språk og internasjonalisering i akademia står i et spenningsfelt”
- Wrote articles in Dagens Næringsliv (20th November 2020), Nettavisen (28th February 2021) and Bergens Tidende (27th March 2021) on paternity leave, which relates to my area of research.
- Co-wrote article in Dagens Næringsliv, (6th October 2020): “Norske studenter kan få en knallsterk CV”, which focussed on experience-based learning at NHH.
- Wrote article on ‘Paraplyen’ – NHH’s intranet on 3. April 2020 with the title: ‘Reputation Management and Corona shame’, focussing on the DIKU project in South Africa
- Wrote article on intercultural communication in MAGMA, June 2018

Conference presentations:

- 28. August 2021: Presenter at ABC Europe, Middle East and Africa, Vienna
- 29. October 2020: Panellist at Association for Business Communicators (ABC) Annual International Conference, San Diego
- 16. September 2020: Presenter at Applied Linguistics and Professional Practices (ALAPP 2020)
- 24. June 2019: Keynote speaker: Intercultural Competencies applied to the training room, The 22nd Warwick International Conference in Applied Linguistics (WICAL).
- 1st December 2018: Presentation: Who decides what are essential intercultural competencies? 25th Nordic Intercultural Communication Conference.

- Book: Swings and Roundabouts – a coaching book for parents, Karnac Books, 18.
November 2014
- Chapter in book: Coaching in Education; chapter 8, Karnac Books, 1. June 201

References:

- Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher education research & development*, 18(1), 57-75.
- Biggs, J. B. (2011). *Teaching for quality learning at university: What the student does*: McGraw-hill education (UK).
- Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. *New York: McKay*, 20-24.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE bulletin*, 3, 7.
- Vygotsky, L. (1978). Socio-cultural theory. *Mind in society*.
- Whitmore, J. (2010). *Coaching for performance: growing human potential and purpose: the principles and practice of coaching and leadership*: Hachette UK.

j. Appendix

The following documentation will be available upon request:

1. Challenges and solutions to the Internship abroad programme at NHH 2020
2. Internship Abroad Master pre-departure workshop spring 2020
3. Lesson slides ENG11-V2020: Job application and CV – job application example
4. Lesson plan example from teaching Norwegian at Westminster University
2019
5. Intercultural Competencies applied to the training room June 2019
6. NHH career workshop September 2017
7. Guest lecture at Cologne Business School February 2017
8. List of prior teaching experience
9. Link to the game diversophy Norway: <https://diversophy.com/products/norway>

Link to article on diversity Norway in MAGMA: <https://www.magma.no/hvordan-arbeide-og-kommunisere-mer-effektivt-i-norsk-og-internasjonalt-sammenheng>