

# **Teaching Portfolio**

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## **1. Biography**

My formal teacher training began 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 first trained to teach was Business studies and Economics as an academic and vocational subject in UK secondary schools (GCSE, A-level and BTEC).

I started my university teaching as a guest lecturer in 2017 to master students at Cologne Business School and at the University of Manchester in 2018. Between 2019 and 2023 I lectured bachelor and master students at the Norwegian School of Economics (NHH) as part of my 'pliktarbeid' as a PhD research scholar at NHH. Since October 2023 I have held the position University Lecturer at NHH. I was the main course responsible for the course 'Working across cultures' (FSK20) and internship in South Africa (INT111) in 2024 and 2025.

Furthermore, I have been teaching master students in NHH's Innovation school (INS410) since 2021 and the internship abroad programme (Intern A-M) since 2019.

Teaching topics at NHH:

2019-2025	Intercultural communication
2024-2025	Diversity Management in organisations
2024-2025	Cultural knowledge of South Africa
2024-2025	Bloomberg Training and Financial English
2019-2024	English for Business

Other lecturing, teaching and group facilitation experience:

- Guest lecturer at Høgskolen Kristiania to bachelor students in work psychology (2024).
- Guest lecturer at University of Manchester to master students in Intercultural Communication (2018-2020)
- Teacher of Norwegian to an adult class at Westminster University (2019)
- Design and facilitation of international career workshops at NHH (2013-2019)
- Design and facilitation of face-to-face intercultural mobility programmes (since 2010)
- Regular facilitation of webinars on various EdTech platforms to groups and individuals (since 2013)
- Facilitator of parenting courses in London schools (2010-2019)
- Developed and facilitated the interactive game diversophy Norway (2018)
- Guest lecturer at Cologne Business School to master students in Intercultural Communication (2017)
- Supply teacher for adult Norwegian classes at the Norwegian church, London (2013/14)
- Student teacher in Business studies at Plumstead Manor School, (16-18 year olds) 3 months, full time (2009/10)

- Student teacher in Business and Economics at Thomas Tallis School, (16-18 year olds)  
3 months, full time (2010)

**Other relevant training I have undertaken:**

- Postgraduate Certificate in business and personal coaching (2007)
- Basic Pedagogy at NHH (2020)
- Teaching Portfolio at NHH (2020)

## **2. Teaching philosophy**

I believe that a coaching mindset has coloured my teaching, as I practised coaching and group facilitation before becoming a trained teacher. According to Whitmore (2010), coaching involves unlocking a person's potential to maximise their performance, helping them to learn, rather than teaching them. Whitmore's definition of coaching seems to resonate well with the learning approach to teaching, as advocated by Biggs (2011), where "the purpose of teaching is to support learning" (Biggs et al., 2011, p. 20). A more profound, underlying reason for going into teaching was that I understood the powerful impact of teaching and the messages projected by teachers. I encourage students to believe in themselves and their capabilities.

### **Vygotsky's learning theory**

My teaching practice was initially inspired by Vygotsky's social learning theory (Vygotsky, 1978). According to the social learning theory, students are guided to increase their learning through social interactions with a skilful educator who allows the students to observe and practice their skills. Besides, scaffolding, or supportive activities provided by the educator or peers are encouraged to support the student's learning. During my teaching placements in London secondary schools, I demonstrated and deepened my understanding of the needs of young people and their barriers to learning and achievement. I wrote a reflective assignment and applied Vygotsky's scaffolding and social learning ideas to students with mild learning difficulties. One of my observations from working with such a group of students was that it took longer than expected for them to understand business concepts fully. As a result, I tried

scaffolding, or breaking new concepts down into smaller parts. I also supported different learning styles by approaching new concepts from multiple angles and checking students' understanding regularly.

I have continued to apply scaffolding with students at NHH, particularly allowing students to practice their skills and take part in active learning. I have given formative feedback to the students in the classroom and on their reflection notes. As the students become more acquainted with one another I have provided opportunities for them to collaborate in groups, take part in group discussions and peer learning.

### **Constructive Alignment**

Biggs's (1999) focus on constructive alignment between objectives, teaching and assessment resonates well with my beliefs and practice. My teacher training and practice in the UK 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, each lesson's content and activities were aligned with the lesson objective. At the end of each class, the students were questioned on how the objectives had been met. I continued this constructive alignment while teaching Norwegian to adults at Westminster University. At NHH, the practice when teaching English for business and intercultural communication is to align objectives with assessment via a rubric system. The rubrics have been developed by the course responsible and are shared with the students on the Canvas platform and in class.

### **Cooperation and active learning**

The teaching principles of Chickering and Gamson (1987) encourage cooperation and active learning among students while giving prompt feedback and communicating high expectations as a teacher. 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 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 theories from business and economics. This should increase the possibility of making what they learn part of themselves. 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 demonstrate a positive belief and high expectations towards the students. 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, encouraging active group participation and linking the students' responses to relevant knowledge and understanding. Following the increased use of Artificial Intelligence (AI) I have introduced more oral assessment, such as presentations. I have also been open to using AI in teaching and learning in line with the NHH guidelines.

### **The flipped classroom**

I first heard about the flipped classroom during the autumn of 2019 from a colleague at NHH who had attended a summer school on teaching methods, and in January 2020, the flipped classroom method was introduced during a PhD course at UiB. I was attracted to increasing student learning and participation during classes. My teaching of intercultural communication in Master courses contains flipped classroom teaching. The learning material includes a video lecture, a few intercultural theory texts, a reflective writing guide and an organisational case study. The teaching starts with workshops with activities (carried out face to face or via Zoom or Teams). Since November 2019, the students have been participating in group activities that involve evaluating anonymised former student reflection reports. The activity is aimed at helping the students focus on their reflective writing during the internship. This is a capability-focused curriculum and working in teams to evaluate former student reports was a valuable activity to encourage peer feedback and higher-order learning. One challenge that I have encountered with the flipped classroom approach is that if students are given too long texts to read before class, they will not necessarily complete the reading. Therefore, I have started reducing the length of pre-tasks. The flipped classroom works best if students arrive to class prepared to take part in interactive learning

It is essential to continuously develop my teaching by reflecting, re-reflecting, asking for feedback, and taking part in relevant pedagogy courses.

### 3. Teaching and assessment repertoire

a. Table: Courses taught, and teaching and assessment methods used

Course	Teaching	Year and Course responsibility	Assessment method
Internship Abroad Master (Intern A-M)	Workshops, group work, paired work, personal reflections, class discussion	2019-2025  Main course responsible during 2020 and spring 2025	Written report, pass/fail, Summative feedback in Canvas
English for Business (ENG11)	Lectures, group work, written report, class discussion	2020-2024	Portfolio, graded feedback
Innovation School Master (INS420)	Workshops, group work, paired work, personal reflections, class discussion	2021-2025	Written report, graded
Internship Bachelor (INT111)	Lectures, Workshops with guest lecturers, group work, paired work, personal reflections,	2024- 2025  Main course responsible in spring 2024 and spring 2025	Portfolio consisting of oral group presentations and individual reflection. Pass/fail

	class discussion, Individual work on the Bloomberg Terminal		
Working Across Cultures, Bachelor course (FSK20)	Lectures, group work, paired work, personal reflections, class discussion	Autumn 2024  Course responsible	Portfolio consisting of oral group presentation and 7 individual reflections  Graded
Developing a Global Mindset, Engage Course on behalf of University of Mannheim (IDV402)	Lectures, group work, paired work, personal reflections, class discussion	Spring 2025  Course responsible	Oral group presentation and written individual reflection  Graded

- b. Text: Which particular teaching strategies and assessment methods have been used and why?

### **Interactive teaching**

The teaching is interactive and includes lectures, workshops with guest lecturers, group work, paired work, individual reflections, class discussions and group presentations. I have found that students value and are motivated by the variety of teaching that they experience.

In the internship to South Africa course, one module consists of learning how to use the Bloomberg Terminal. I developed the course and taught students how to use Bloomberg in 2024. In 2025 I taught an improved version of the Bloomberg course. I developed four ways to learn about the Bloomberg terminal: workshops with portfolio managers who use Bloomberg in their daily work, trying out functions individually with Bloomberg installed in the classroom, guidance on completing the Bloomberg certificates and paired work to prepare and present student learning of the Bloomberg system.

### **Summative assessment**

In English for Business, Working Across Cultures and the Innovation School courses compulsory teaching is followed by summative assessment in writing graded (A-E) assignments. The grading is based on a rubric. Students tend to make more of an effort when assignments are graded, which is one reason for choosing to grade their work.

### **Formative assessment**

In the Intern-Abroad Master course and Internship to South Africa the teaching consists of compulsory workshops, and formative assessment of a written report graded as pass/fail. The grading is based on a rubric. Although students may perform better when graded, in this case a decision was made to apply pass/fail as assessment since the main part of the assignment is completing a work assignment.

## **4. Supervision**

I have some informal experience of supervision at the master level. One type of supervision includes helping students use the Bloomberg terminal as a tool to find relevant information and functionality. Another type of supervision has included meeting students to discuss how they would approach the topic of diversity and inclusion.

My supervision philosophy is similar to my teaching philosophy and based on unlocking a person's potential to maximise their performance, helping them to learn, rather than



teaching them, as expressed by Whitmore (2010). My background in coaching may be useful as regards giving appropriate and encouraging feedback in supervision contexts.

I would like to learn more about supervision and take relevant pedagogy courses to get a better understanding of formal supervision.

## **5. Pedagogical materials**

- Lesson plan for INT111, internship to South Africa 2024
- Presentation: Diversity management lesson slides 4<sup>th</sup> March 2024
- Presentation of challenges and solutions to the Internship abroad programme at NHH 2020
- Presentation: Intern Abroad Master pre-departure workshop spring 2020- spring 2024.
- Lesson slides ENG11-V2020 English for Business II (Topic: Job application and CV)
- Case studies – Intern abroad master and English for business
- Lesson plan example from teaching Norwegian at Westminster University 2019, including link to Kahoot game
- Presentation: Guest lecture at University of Manchester 2020 (Topic: Working as an intercultural coach, trainer and facilitator)
- Presentation: NHH career workshop 2017
- Presentation: Guest lecture at Cologne Business School 2017:
- diversophy Norway: Educational intercultural game that I have co-developed

## **6. Teaching planning and contributions in own department, at NHH etc.**

- I have participated in the planning, design and delivery of the course INT111, which consisted of 10 ECTS. This included responsibility for designing and delivering the 5ECTS course Business English and Bloomberg Training. I also collaborated in the planning and delivery of the Internship Abroad pre-departure and post-arrival workshops during autumn 2019 and till spring 2024.

- I participated in planning and delivering a lecture at a master (CEMS) course in global leadership in February 2024.
- I have participated in assessing students' draft and final reflection reports following their internships abroad from autumn 2019 to spring 2024.
- I was course responsible for the Intern Abroad Master course during spring 2021 when my colleague was on sabbatical. I received training for this role during spring 2020.
- I have also participated in planning lessons for the English for Business elective subject at my department.
- During our annual strategy seminars, I have participated with suggestions for new teaching courses at our department.

## **7. Education Leadership and Management**

- I was elected as representative for the temporary employees at the Department Board for 2022-23, and have participated at the Department meetings, contributing actively to making constructive changes to teaching in intercultural communication.
- I organised 'lunch and learn' presentations at the department on the Internship abroad programmes and on using the Bloomberg financial software system.
- I have been involved in a collaborative project on developing internships 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 higher education (Direktoratet for høyere utdanning og kompetanse). I contributed to obtaining the funding for this project by obtaining internship placements from companies in South Africa for NHH students. After the project had received funding and the contract signed by the rector at NHH, my role was to organise meetings with companies in Cape Town. I succeeded in scheduling the programme and travelled with my colleagues to South Africa in March 2023 and 2024. The internship programme was launched in March 2024, involving 12 students. I made changes to the programme following feedback from the first students – such as teaching in English instead of

Norwegian and introducing a more intensive teaching programme. The second cohort of students taking part in the internship programme completed their teaching module at NHH on 31 January 2025 and are currently working as interns for companies in Cape Town. They will have a reflection seminar with me and my colleagues in May.

- I co-founded the NHH PhD association, NHH.doc in 2020 and was a board member from 2020 to 2022.
- I obtained funding from NHH in 2021 for an internal gender equality project, which involved leading an interdepartmental project group between 2020 and 2022.

## **8. Evidence of Student Learning**

Student learning is difficult to measure. Deslauriers, McCarty, Miller, Callaghan & Kestin (2019) find that students in the active classroom learn more than listening passively to a lecturer. However, they feel like they learn less. According to Deslauriers et al., (2019) this negative correlation is caused in part by the increased cognitive effort required during active learning. Although I cannot always be sure that learning has taken place, I see that it has been demonstrated in students reports between 2019 and 2024. The students are reflecting on their learning from internship abroad experiences, and following feedback from me the reflections has improved. Furthermore, the level of reflection increased when the reflection questions were made more specific. In the classroom, I test student learning regularly in discussions following paired and group work. The idea is to lower the threshold for active participation by initially involving the students in paired and group work and then encouraging active class discussions. During the class discussions I find out how the students are reflecting and can also assess some of their learning. The students' verbal and written evaluation given in February 2024 and January 2025 for the internship course INT111 included specific reflections on how they felt that their learning had increased from taking part in the course.

## 9. Dissemination

Articles on education-related topics:

- Bergens Tidende, 4 September 2024: Har norsk skole noe å lære av den engelske?
- Dagens Næringsliv, 28<sup>th</sup> December 2022: Slik unngår du pinlige språktabber på engelsk
- Khrono, February 2022: Utdaterte forestillinger om norske handelshøyskoler
- Khrono, November 2021: Norsk språk og academia står i et spenningsfelt
- Dagens Næringsliv, October 2020: Norske studenter kan få en knallsterk CV

Academic conference presentations:

- June 2025: confirmed presentation at ABC Europe, Bergen.
- 27<sup>th</sup> November 2024: Nordic Intercultural Communication Conference (NIC), Stavanger
- 12<sup>th</sup> January 2023: Presentation at ABC Europe, Middle East and Africa, Naples
- 7<sup>th</sup> October 2022: Presentation at the EUCO conference, Hamburg
- 29<sup>th</sup> April 2022: Presentation at Vienna University of Economics and Business
- 28<sup>th</sup> August 2021: Presentation at ABC Europe, Middle East and Africa, Vienna
- 29<sup>th</sup> October 2020: Panellist at ABC Annual International Conference, San Diego
- 16<sup>th</sup> September 2020: Presentation at ALAPP conference, Trondheim
- 24<sup>th</sup> June 2019: Keynote speaker at Warwick International Conference in Applied Linguistics (WICAL), University of Warwick
- 1<sup>st</sup> December 2018: Presentation at Nordic Intercultural Communication Conference. Aalborg University, Copenhagen

## **10. Reflections on own educational development**

My experience as an educator began in 2009 when I was a student teacher on placement at Plumstead Manor secondary school in London. I became acquainted with theories of learning such as that of Vygotsky and combined testing out such theories with teaching in the classroom and reflective writing on how such learning theories worked in practice with secondary school students. Furthermore, I was a guest lecturer in intercultural communication to master students at Cologne Business School and the University of Manchester between 2017 and 2020. I focused on engaging the students in active learning such as group exercises and class discussions on relevant topics. In 2019 I taught Norwegian language to a group of adult learners at the University of Westminster in London for six months, which also involved designing appropriate individual and group activities.

Furthermore, my facilitation experience involved delivering interactive career workshops to NHH students between 2013 and 2019 and continuously changing the content and delivery style based on feedback from students. I also delivered other types of facilitative workshops to adult learners in the UK, and by 2019 I had developed skills in how to create a safe learning space for individual engagement in group discussions.

Between 2019 and 2025, my educational development has been affected by the many opportunities I have had to design and develop new courses at NHH. I have emphasised active learning, as presented by Chickering and Gamson (1987) and Gibbs (1999, 2012) in all the courses I have taught. I have applied the flipped classroom, where students mainly work on cases and tasks during lessons, while reading and watching instructional videos in their own time. I ensure that classroom discussions are facilitated by me or guest lecturers, emphasising active learning. However, one issue regarding the flipped classroom that I have reflected on is that students may become overloaded with work when they are expected to prepare so well for each class. As a lecturer I need to be aware of the students' learning context as a whole and the competing demands they face from different courses. As a result I have reduced the workload outside of the classroom. Other ideas and methods that continue to influence my teaching design and practice are a coaching approach, Vygotsky's scaffolding approach, Kolb's learning cycle and Bloom's taxonomy. I see myself as a facilitator and coach more than a lecturer. It is always good to focus on learning outcomes, as emphasised by Kolb and Bloom, when designing a course and engaging with students in

the classroom. Scaffolding will always remain useful when questions or explanations need to be reformulated, especially when students need more help in understanding ideas or concepts.

Between 2020 and 2022, during the Covid Pandemic, I learnt to adapt my teaching to the virtual classroom and use breakout rooms effectively to engage and stimulate learning. One memorable activity was an online class in Business English where the students acted as different stakeholders and were to negotiate a solution for cruise ship policies. This worked very well online and could also be seen as an example of challenge-based learning. I try to challenge students with examples from the real world when this seems constructive. Since 2022 I have conducted both hybrid, face-to-face and virtual teaching, and I believe that my teaching has evolved due to increased understanding of the variety of teaching methods.

I designed and taught a course on practice-based learning for a new 30 ECTS programme in January and February 2024. This programme included intercultural communication, country knowledge of South Africa, and a practical finance course. The finance course was based on learning a financial software system, the Bloomberg Terminal. I combined student active learning on the terminal with guest lecturers in the classroom. This course was an example of developing a new form of student active learning.

It has been a learning experience for me to teach students in the Innovation School from 2020 to 2025. Continuous teaching means the possibility of changing the course each year. Changes have resulted from my reflections, student feedback and discussion, observation and collaboration with other lecturers. I have also taught reflection methods to students during this course and have been assessing their reflection reports. Having an open and flexible mindset to improve my teaching has proven beneficial.

In the future I would like to continue working with students in higher education and to develop new teaching methods based on student active learning. One aim is to gain a better understanding of how to give appropriate pre-tasks and how to facilitate the learning in the classroom. I realise that I need to be able to continuously be open to new developments in the field, such as how artificial intelligence will affect teaching and learning. I would like to learn more about supervision of Master and PhD students and how I can use my coaching background in this area.

## 11. Appendix

Attachments, documentation of the above

The following documentation is available upon request:

- Lesson plan for INT111, internship to South Africa 2024
- Presentation: Diversity management lesson slides 2024
- Presentation: Challenges and solutions to the Internship abroad programme at NHH 2020
- Presentation: Intern Abroad Master pre-departure workshop spring 2020, including case studies
- Presentation: Lesson slides ENG11-V2020 English for Business II (Topic: Job application and CV), including case studies
- Presentation: Guest lecture at University of Manchester 2020 (Topic: Working as an intercultural coach, trainer and facilitator)
- Presentation: Lesson plan example from teaching Norwegian at Westminster University 2019, including Kahoot game.
- Keynote presentation: Intercultural Competencies applied to the training room June 2019
- Presentation: Who decides what are essential intercultural competencies? December 2018
- Presentation: NHH career workshop September 2017
- Presentation: Guest lecture at Cologne Business School February 2017
- Weblink to the game diversophy Norway: <https://diversophy.com/products/norway>
- Article on diversophy Norway in MAGMA: <https://www.magma.no/hvordan-arbeide-og-kommunisere-mer-effektivt-i-norsk-og-internasjonalt-sammenheng>

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