Teaching Portfolio

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1. Biography

My formal teacher training began in 2009/10 when I completed a one-year full time 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 as an academic and vocational subject in UK secondary schools (GCSE, A-level and BTEC). The teacher training included 6 months of teaching practice at two secondary schools in London (Plumstead Manor and Thomas Tallis).

I started my university teaching as a workshop facilitator at NHH in 2013 and facilitated workshops at NHH's international career week until 2019. In 2017 I was a guest lecturer to master students at Cologne Business School. Between 2018 and 2020 I was a guest lecturer to master students at the University of Manchester.

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 responsible for managing the courses (kursansvarlig) 'Working across cultures' (FSK20) and internship in South Africa (INT111) in 2024 and 2025. Furthermore, I have been teaching master students attending NHH's Innovation school (INS410) from 2021 to 2025 and the internship abroad programme (Intern A-M) from 2019 to 2025. I was responsible for managing the courses Intern A-M and Intern A-B during the spring term of 2025.

Teaching topics at NHH:

2019-2025	Intercultural business 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:

2025-2025	Lecturer in intercultural communication at the University of Mannheim to bachelor students
2024-2024	Guest lecturer at Høyskolen Kristiania to bachelor students in work psychology
2018-2020	Guest lecturer at University of Manchester to master students in Intercultural Communication
2019-2019	Teacher of Norwegian to an adult class at Westminster University
2013-2019	Design and facilitation of international career workshops at NHH
2010-2025	Design and facilitation of face-to-face intercultural mobility programmes
2013-2025	Regular facilitation of webinars on various EdTech platforms to groups and individuals
2010-2019	Facilitator of parenting courses in London schools
2018-2018	Developed and facilitated the interactive game diversophy Norway

2017-2017   Guest lecturer at Cologne Business School to master students in Intercultural Communication

2013-2014   Supply teacher for adult Norwegian classes at the Norwegian church, London

2009-2010   Student teacher in Business studies at two secondary schools in London

Other relevant training I have undertaken:

- Postgraduate Certificate in business and personal coaching (2007)

- Basic Pedagogy, NHH (2020)

- Teaching Portfolio, NHH (2020)

- Creating instructional videos, NHH (2025)

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 started using AI directly in teaching and learning.

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, theoretical texts, a reflective writing guide and organisational case studies. The teaching starts with interactive workshops (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 started reducing the length of pre-tasks as the flipped classroom works best if students arrive to class prepared to take part in interactive learning. However, following the advantages of AI, students will increasingly be able to summarise texts and therefore need less time to read

them before class. The flipped classroom will become even more important venues for learning in the AI era according to Mollick (2024). He emphasises how classrooms provide opportunities to practice learned skills, collaborate on problem-solving and receive support from lecturers. AI tutors have already changed education acting as tutors so that students ask fewer questions in class. "Why raise your hand when you can ask ChatGPT a question?" (Mollick, 2024, p173). AI can help lecturers prepare more engaging, organised lectures, but in the longer term the emphasis should be on active learning, which is strongly aligned with my teaching philosophy. A challenge related to implementing active learning is the that it is time consuming to prepare and good learning materials are not always available. In this regard AI systems can help lecturers generate customised active learning experiences, from games and activities to assessments and simulations (Mollick, 2024). Mollick (2024) also suggests introducing high-quality AI tutors into the flipped classroom model. AI tutors can provide personalised learning as they tailor instructions to each student's unique needs while continuously adjusting content based on performance. As regards preparation, this means that students can engage with the content at home more effectively and come to class better prepared for interactive activities.

AI will continue to change how I teach, and it is also essential to continuously develop my teaching by reflecting, acting on 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	Workshops, group work, paired work,	2019-2025	Written report, pass/fail,

(Intern A-M)	personal reflections, class discussion	Main course responsible during 2020 and spring 2025	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, class discussion, Individual work on the Bloomberg Terminal	2024- 2025 Main course responsible in spring 2024 and spring 2025	Portfolio consisting of oral group presentations and individual reflection. Pass/fail
Working Across Cultures, Bachelor course (FSK20)	Lectures, group work, paired work, personal	Autumn 2024 Course responsible	Portfolio consisting of oral group presentation

	reflections, class discussion		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, the Innovation School course and Developing a Global Mindset at the University of Mannheim compulsory teaching is followed by summative assessment in writing graded 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 when writing their master thesis. Another type of supervision has included meeting students to discuss how they would approach the topic of diversity and inclusion in their master thesis.

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 4th 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 and for the Intern Abroad Master and Bachelor courses during spring 2025 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 have worked as interns for companies in Cape Town between March and June 2025. They completed 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.
- I acted as chair of three academic presentation sessions during the ABC conference held at NHH in June 2025.

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. However, in 2025 the student reflection reports show signs of using AI to help them reflect. It has now become more difficult to identify students' own written reflections. Therefore, written reflections may be used less in the future, while oral reflection assessment may increase.

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

I have written the following media articles on education-related topics:

- Bergens Tidende, September 2024: «Har norsk skole noe å lære av den engelske?»

- Dagens Næringsliv, December 2022: «Slik unngår du pinlige språktabber på engelsk»

- Khrono, February 2022: «Utdaterte forestillinger om norske handelshøyskoler»

- Khrono, November 2021: «Norsk språk og akademia står i et spenningsfelt»

- Dagens Næringsliv, October 2020: «Norske studenter kan få en knallsterk CV»

Academic conference presentations:

- 5th June 2025: Association of Business Communicators (ABC) Europe, Bergen.

- 27th November 2024: Nordic Intercultural Communication Conference (NIC), Stavanger

- 12th January 2023: ABC Europe, Naples

- 7th October 2022: European Cultures in Business and Corporate Communication (EUCO) conference, Hamburg

- 29th April 2022: conference organised by Vienna University of Economics and Business

- 28th August 2021: ABC Europe, Vienna

- 29th October 2020: ABC Annual International Conference, San Diego

- 16th September 2020: Applied Linguistics and Professional Practice (ALAPP) conference, Trondheim

- 24th June 2019: Warwick International Conference in Applied Linguistics (WICAL), University of Warwick

- 1st December 2018: Nordic Intercultural Communication Conference (NIC), 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 workshop facilitator at NHH between 2013 and 2019 and 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 has involved continuously changing the content and delivery style based on feedback. 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 wish to be aware of the students' learning context as a whole and the competing demands they face from different courses. As a result, I started reducing the workload outside of the classroom. However, the possibility of using ChatGPT to summarise and explain texts means that students will have further opportunities to prepare for class. AI is a technology that is already affecting students' learning and my teaching, and I remain open to the opportunities and challenges it will generate for education as a whole.

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. AI is already being used by students as a tutor that explains ideas and concepts, which makes AI interesting as a scaffolding tool that can provide extensive individualised learning (Mollick, 2024).

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 and 2025. 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, which will increasingly involve using AI as a co-intelligence. 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-internasjonal-sammenheng

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