Teaching portfolio – Stig Tenold

Submitted February 2021 – updated for publication

1. Biography

I am Professor of economic history at NHH – The Norwegian School of Economics, which is also my *alma mater*. Sometimes, I tell my students that I entered the doors here at the age of 18 in 1989, and never wanted (or managed) to leave.

My teaching experience began in the first half of the 1990s, when I received a scholarship to participate in the *Høyere Avdeling*-programme in Economic History at the NHH. After two semesters as student assistant, I gave my first 'solo' lecture in 1994. The subsequent year, as a doctoral student, I had to take charge of one of the elective courses in the *Siviløkonom*-programme, when a colleague fell ill. I was surprised at how much I enjoyed both the teaching situation and the responsibility.

In 2001 I was appointed Associate professor of economic history at the NHH, and since then, I have – with the exception of sabbaticals – taught between one and three courses every semester. I have also given guest lectures on a variety of topics in approximately twenty different institutions of higher learning in Norway and abroad. In addition, I have developed and been responsible for full courses at Copenhagen Business School, The University of Agder and Vietnam Maritime University.

Teaching is one of the reasons that I find my job worthwhile. I enjoy the time I spend in the auditorium, as well as the planning before and the evaluation after lectures. As my students are a diverse group of individuals, with varied backgrounds and knowledge, I always learn something myself from the process; hence, for me, 'teaching and learning' has become a two-way street.

2. Teaching philosophy

The basis for my teaching philosophy is simple: *Learning is an individual endeavour, but one which may be greatly enhanced by a favourable social setting and good guidance.*

In a bullet point summary, I would emphasise the following three points:
1) *Motivation through enthusiasm*: Curiosity; being aware of and engaging with each student
2) *Positive learning environment*: Group dynamics; narrative and variation; trial and error
3) *Contents*: Basis in research and sound knowledge

Motivation through enthusiasm

I believe that the key to students' learning can be found in an individual motivation to expand their knowledge. Ideally, before or at the start of a new course or programme, their curiosity is piqued, and they acquire an internal drive to find out more. All activities are easier if there is a reason for doing them.[1]

I have a strong belief in motivating students by showing enthusiasm. A good starting point for a learning process is when the teacher succeeds in conveying fascination, interest and the importance of the topic.[2] Students that have been inspired to learn more about the topic, enter a self-propelled process. Being curious and taking an active interest makes the learning more fun.

---

[1] This motivation might be internal/ intrinsic (a personal drive: 'I want to learn more') or external/ extrinsic (the outcome is important: 'I want to get a good grade'); see Deci *et al.* (1991) and Pittman (1998: 566). It has been suggested that while intrinsically motivated students focus on details, processes and knowledge, externally motivated students focus on results and rewards; (Nukpe, 2012: 12—13).

[2] If the student 'buys into this', internal motivation might be triggered ('When the teacher is so enthusiastic, there must be something there'). Mahler, Groβschedl & Harms (2018) find that while the teachers' subject-

I also think that it is important that the teacher is aware of and engaging with individual students. My classes are relatively small, which makes this feasible. I try to engage the students in a direct manner, and to bring their efforts and contributions into the teaching. For example: 'Wanda made a good point in her written assignment'; 'Hans mentioned something that I had not thought of'; 'Ursula provided a fine example of this'. Such comments increase our understanding, by drawing on our common pool of knowledge, rather than just mine. Moreover, it makes the students realise that what they do actually matters, which is clearly a motivating factor.

There is one caveat here: How is it possible, as a teacher, to be enthusiastic about the course contents, when the course is taught for the umpteenth time? For me, there are three keys to this. First, the courses that I teach are based on topics in which I take an interest myself, either because the topic is related to my research, or because I believe that there is an important message to be conveyed. Second, by introducing new teaching 'instruments' and integrating new research, the courses change from one year to the next. Finally, and in my opinion most importantly: by engaging with the students, by listening to and using their input, there is enough variation and learning to pique *my* interest, and to keep *me* motivated. Always something new to learn, always new perspectives, always new insights – for the students, and for me.

My courses benefit from two types of selection bias. First, they are not compulsory. Students actively choose them, which means that the students are more likely to have an intrinsic motivation to learn about the topics.[3] Second, the NHH is a difficult institution to get into, which limits what is sometimes referred to as the 'diversity problem' of higher education. Consequently, the majority of my students are Susans (academically committed, bright and interested students), and I encounter very few Rogers (with limits regarding background, motivation and curiosity).[4]

Positive learning environment

By creating a good learning environment, it is possible to get synergies: 'a whole' that is greater than the sum of its parts. The learning effect from individual efforts can be multiplied. Moreover, by creating a feeling of safety and unity among the students, both as a collective and in smaller groups, a 'sense of responsibility' is established. This 'individual accountability' is useful to ensure interest and contribution.[5]

During the first lecture, I set aside a lot of time for the students to introduce themselves; who are they, why did they choose this course, how can they contribute? This gives useful information for me, but also helps them get to know each other. In addition, it means that they have already said something in class, lowering the barrier for further interaction. In some courses I also integrate this presentation into the teaching. For instance, the students' presentation of their home country, is used to analyse and discuss national stereotypes.

---

specific enthusiasm and enthusiasm for teaching have a positive effect on students' performance', there is no relationship between the teachers' self-efficacy and student performance. See Keller *et al.* (2016) for a review of the vast literature on teacher enthusiasm and learning outcomes.

[3] Either because they are genuinely interested, or to convince themselves that they have made the correct choice. If the aim was only 'to get a good grade', they would have chosen a course with a lower workload and a reputation for being 'easy'.

[4] The 'Robert and Susan problem' (Biggs and Tang, 2011) is often used to illustrate the challenge of broadening the intake to higher education. In its earliest incarnation (Biggs, 1999) suggested that 'students like Robert *probably* are in a higher proportion in today's classes'. In later versions that qualifier has disappeared. Due to high entry requirements, the effect is likely to be smaller than in open programmes.

[5] See Tran (2014) for an overview of the advantages of 'cooperative learning'. Jeno *et al.* (2017: 10) find that 'implementing active-learning approaches, such as [team-based learning] … could improve students' autonomous motivation, competence, engagement, and learning over time', compared with traditional lectures.

I try to use a variety of instruments to keep the students engaged during and between classes. Just like I have never been able to find 'my' political party, I do not subscribe to a particular 'school' of didactics. Instead, I have an extremely pragmatic approach. During lectures, I use a combination of reflective learning (explain to a fellow student what you have learnt today) and collaborative learning (group tasks), in addition to always trying to have a dialogue with the students, rather than a one-way monologue. Between classes, students have short and long hand-ins, 'homework', individual essays and group presentations. This is not variety for variety's sake, but to target specific learning outcomes.

In addition to classroom activities, all my courses have relevant excursions. According to Biggs (1999: 68), excursions create two forms of learning: experiential knowledge and interest. I would add a third feature: it enables an informal interaction between the teacher and the students, and among the students, which I think is very useful. Meeting the students outside a classroom setting creates very fruitful forms of interaction that contribute to a positive learning environment.

For the last 15 years, my teaching has been based on *trial and error*; I am not afraid to try 'novel' features in class, and I actively ask the students what they think about the various aspects of the teaching – both whether certain activities work, and the extent to which these should be used. This is done informally, directly after activities, during breaks or as 'homework', but also as specified questions during the end-of-term course evaluation. I also observe how certain activities – for instance excursions – create enthusiasm and contribute to improving the learning climate.

I believe in the idea of a 'narrative arc' as a learning tool. In some of the sessions that I am most satisfied with, the students are exposed to an element of storytelling, which excites them, keeps them interested during the lecture, and maybe surprises them. Ideally, this should also work at the course-level. In my courses on Norway (SAM21 and ELE429) there are long-term elements that we re-visit and build upon; stories that the students are introduced to in the first lectures, and that follow us throughout the course.

Contents

Teaching at the NHH is supposed to be connected to research. I adhere to this in two ways. First, by being an active researcher within the fields that I teach, by having state-of-the-art research articles as part of the written curriculum, and by discussing these in class. I do not see teaching and research as opposing forces; they are two important aspects of my work.

Only in one of my courses do I use a textbook, and even then, some of the chapters are replaced or supplemented by research articles. My experience is that if the students are primed, for instance provided with context and guidance in advance, a research article may be more rewarding to read than a textbook. It is bite-size, the knowledge that this is 'new research' gives a sense of mastery, and it often provides a better basis for discussion and contextualisation than a textbook chapter. The second link between research and teaching is that I let students work with a research-question throughout the semester – see the presentation of SAM21.

This covers two of the four research-teaching linkages: research-led teaching and research-based teaching.[6] Contents-wise, I try to blend theory and facts, but given my topics, the theory element is usually quite light. However, I deviate from the traditional view of 'historical knowledge', as a series of details: years, kings, prime ministers and wars. Instead, I encourage students' understanding, through discussion and contextualisation. In the assessment phase, I want to give the students a chance to show what they have learnt, rather than try to uncover what they have not learnt.

[6] The two 'missing' dimensions are research-informed teaching and research-oriented teaching (linked to ongoing research projects); Healey (2005). See also Böttcher & Thiel (2018).

3. Teaching and assessment repertoire

My teaching philosophy is based on a combination of experience and research. It has developed continuously during my 25 years as a lecturer. Table 1 provides a broad overview of the courses that I have taught, either as sole lecturer or as one of two or three colleagues working together. The table is a simplification, but it captures the main elements of my teaching history at the NHH.[7]

Table 1. Courses taught at the NHH, 1995-2000

Time	Code (Students)	Coursework	Course approval	Assessment basis
1995—2010	HIS Electives (100—200)	Lectures – passive, but some questions to students. Large class.	Term paper (group)	1995—2004: Two five-hour essays, graded 2004—: Five-hour essay, graded
1999—2003	HIS301 (15—20)	Lectures – encouraging questions. Industry guest	Term paper (individual)	One three-hour essay, graded (CEMS compulsory course)
2000—2004	HIS422* (2—22)	Seminars. Focus on discussion, both prepared and unprepared. Presentation of article in class	Term paper (individual or group),	One three-hour essay, choice between two topics, graded
2005—2018	INB428* (15—50)	Lectures/ seminars. Much interaction and discussion (prepared and unprepared)	Term paper (group), 'homework'	Four hours. Multiple choice (20%), then choice of essay or eight individual questions (80%)
2007—2009	VOA022* (40—110)	Lectures, short individual assignment and group work.	Assignments, class presentation	Four hours. Three main questions (with sub-questions), graded
2007—2009	INB427 (20—60)	Lectures. Three slots devoted to discussion of prepared topic. Paper presentation	Term paper, class discussions	Four hours. Two main questions (with sub-questions), graded
2012—	VOA043*/ SAM18 (40—60)	Lectures with interaction. Class presentation. Excursions, industry guest. Later years: speed dating and 'homework'	Hand-ins, 'homework', group presentation	Oral exam, twenty-minute preparation. One random topic, one chosen topic, discussion of term paper, graded
2018—	SAM21* (25—40)	Lectures with much interaction. Speed dating. Poster presentation. Frequent tasks ('homework'). Three excursions	'Homework', essay, poster presentation (group)	Oral exam, no preparation. Choose one question of three, test of 'general' knowledge, discussion of essay/ poster. Pass/ fail (main)
2019—	ELE429* (15—20)	Lectures with much interaction. Speed dating. Class presentation. Frequent tasks ('homework'). Three excursions	'Homework', essay, term paper presentation (group)	Oral exam, no preparation. Choose one question of three, test of 'general' knowledge, discussion of essay, discussion of term paper. Pass/ fail (main)

In the last part of this teaching portfolio, I have included an evaluation of my own educational development. However, it might be useful at this stage to give an overview of the three 'phases' that characterise my teaching at the NHH, before I give some detailed examples of how the focus on student learning comes into play in specific courses.

[7] An asterisk after the course code indicates that this was a course I developed and introduced myself. Some of the terms used in Table 1 warrant an explanation: 'Homework' refers to tasks that the students are expected to do between lectures; speed dating is one-to-one presentation of something the student has written, the term 'general knowledge' refers to entries on Norway that the students have submitted to a class encyclopaedia, which forms part of the reading.

Phase One: Don't rock the boat (1995—2004)

When I first was responsible for lectures and full courses, I was in my mid-20s. At the time, I felt extremely 'loyal' to the way things had been done. The focus was the syllabus, which had already been decided by the more experienced professors. The aim was to convey this to the students in a manner that enabled them to re-tell the facts and the arguments when they sat their exam.

The course programme was predetermined. The curriculum was predetermined. The readings were predetermined. The requirements for course approval were predetermined. The exam was predetermined.

I was a young teacher, and at the same time still a student myself. Consequently, my teaching was primarily influenced by what I had already been exposed to: the traditional lecture/ recitation, enhanced by a few tricks that I had found useful for my own learning. I remember introducing 'timelines' within the various topics (currencies, trade, policies) as this was a tool that I found useful when studying. However, as I had never seen any of the other lecturers use this, I feared that it was 'taboo' – that maybe it simplified the subject, that it made too easy for the students to learn….

I have called this period of my teaching career 'Don't rock the boat'. My role as an educator was determined by the environment I was in, and this was one in which I was a junior.[8] Moreover, I was unsure about my knowledge of the subjects – to put it crudely: for the very first courses, I felt that I was never more than one chapter ahead of the students that I was teaching. This corresponded well with my impression of what my job as a large class teacher was: prepare the lecture, go into the auditorium, present the topics in the curriculum, repeat until the end of the semester, then make the exam and grade the exam.

My lectures were very strictly structured. A 'successful' lecture was one where I managed to go through all the material that I had planned to cover, was able to answer any questions that the students might have, and hopefully made the students chuckle a time or two. My two big fears in the auditorium were a) to not have enough material (ie enough slides) to last 2*45 minutes, and b) that the students would ask questions that I did not know the answer to.[9]

I expect that my experience in this period was typical to new teachers. Early course evaluations tended to be strong on structure (2.3 to 2.5 on a scale of (-3) to 3 in 2002 and 2003), but less so on motivation (2.0 to 2.1 in the same years). While it is very easy today to see the weaknesses of the students' learning process in this period, I think this experience has given me a good fundament for subsequent development.[10] Classes tended to be larger than those I teach today, but I never suffered 'stage fright'. Also, I got the chance to see the contrast between a lecturer-focused course, with one-way communication and up to 200 students, and a more dynamic learning process.

The contrast was HIS422, a *Høyere avdeling*-course that I developed and taught from 2000 onwards. The first year, only two students took the course.[11] The number grew to around twenty, and our interaction can be described as seminars, just as much as lectures. To get course approval, the students had to present one of the articles from the readings in class. They also had to submit a term paper, which was written in close contact with me as supervisor. In this class, for the first time, I

[8] The Department of Economic History consisted of three professors, all more than 50 years old, a younger associate professor, a secretary and me. I was in no doubt about my place in the pecking order.
[9] I recently found my notes to a lecture I gave on 14 September 1994. It consists of eight densely typed pages, mainly translated and paraphrased from the English textbook. Today, I bring – at most – a set of annotated slides to the auditorium, but often no notes.
[10] I would also characterise my courses as 'typical' of the NHH in this period – one-way communication was largely what the students were used to. Learning took place in two arenas: in the auditorium and when the student read the books on the curriculum. During their 18-month, six-course programme they received one piece of feedback: a pass or fail on a single group term paper.
[11] Both went on to get PhDs.

managed to 'tap into' and use the students' knowledge. This made the sessions less predictable (which was challenging), but also more enjoyable.

Phase Two: Interdisciplinary collaboration and new courses (2005—2009)

A reform of the bachelor programme at the NHH in the early 2000s, following in the wake of the Bologna declaration, created a new 'market' situation. For me, three aspects of this new situation had important effects.

1) The role of the traditional electives (*allmenne valgfag*), such as the 18-month courses, was reduced. Due to a combination of structural changes in the programme and more random reasons, we were no longer teaching large numbers of students (100—200). At the same time, a new group of electives (*økonomisk-administrative valgfag*) was introduced.
2) Internationalisation led to more foreign students, and also a demand for courses where English was the language of instruction. While many of my colleagues had reservations about teaching in English, I did not. Over time, I would actively seek out courses where there was a chance to teach in English, as these tended to have a diverse body of students.
3) It has been claimed that there was a shift in tertiary education in this period, from a teaching paradigm to a learning paradigm.[12] One of the effects of this, was that the format of the course presentations changed. Rather than the old 'overview of topics', we now had to define *learning outcomes* as well. This forced me to rethink, and formulate in a new way, what I wanted to achieve in my courses.

Seen 'from the outside', these aspects changed my teaching schedule – from mainly large classes in Norwegian, to smaller classes in English. They also opened new opportunities. With colleagues from the Department of Economics I developed and established a new course *Economic growth and development*, which aimed at integrating perspectives from economic history and economics.

More importantly, and seen 'from the inside', the changes enabled – even encouraged – the development of my teaching and assessment repertoire. I got a chance to rethink the dialogue with the students, the activities in the class, etc. In the new courses – and even in the 'old' course that I retained – I introduced a variety of activities to motivate and engage the students. At this stage in my career, I no longer felt 'loyalty' to the way things had 'always been done'.

Phase Three: Student-oriented teaching and learning (2010 onwards)

Since 2010 I have been progressing in what I think of as the third phase of my teaching experience. Three factors distinguish this phase from the two preceding ones.

First, I am only involved in courses that I had developed myself. There is no 'inheritance' that I feel obliged to keep intact. Consequently, I can let the first element of my teaching philosophy (nurturing student motivation by enthusiasm) shine through.[13]

Second, the students have quantitative (number) and qualitative (motivation and diversity) aspects that are favourable to creating a positive learning environment (the second element of my teaching philosophy). I try to create a safe and inspiring learning climate, with substantial interaction. The diversity of the students' background is used as a tool of learning in a manner that would have been nearly impossible to implement in a class of 200 or so Norwegian students.

---

[12] See Haakstad, 2011. This was not a solely Norwegian phenomenon. Barr and Tagg (1995) observe it in US colleges in the 1990s, but in the Norwegian case it became more evident after *Kvalitetsreformen*, implemented from 2003 onwards.

[13] This is the previously mentioned positive feedback loop: my enthusiasm for the courses positively affects the students – and their achievements and contributions affect me positively.

Finally, I have the 'academic self-confidence' necessary to 'take risks' when it comes to topics and teaching methods.

I think that the best way to illustrate how my teaching and assessment repertoire has developed by this stage, is to take a look at three of the courses that I have developed, and that I have given regularly after 2010.

INB428: Topics in international economic history

This course was my first one in the new Master-level and the curriculum was based mainly on HIS422. The students were primarily drawn from the International Business-profile, but with a quite large contingent of incoming exchange students as well. INB428 has also been followed by several students that were enrolled at the University of Bergen.

INB428 – Learning environment

For me, INB428 became a formative course; this was where I first realised that I could use the diverse background of the students constructively in a class situation. During the more than ten years that I taught this course, I introduced several new 'learning instruments'– some became staples, others were rapidly discarded. Unfortunately, the course recently became superfluous following a revision of the course programme, including the cancellation of the INB-profile. Appendix 1a presents the learning environment in the course, and some of the 'non-traditional' activities that we did.

INB428 – Assessment

The students wrote a term paper in groups, with scheduled supervision. This was a course approval requirement, with pass or fail. A recurring question in this course was whether the term paper should be graded and count towards the final grade, as the students put a lot of work into it. The main reason that I did not give a grade, was that for a long time there was substantial bureaucracy involved. For instance, I was told by the student administration that the papers had to be graded anonymously – a ridiculous proposition, given that all groups had been supervised closely. The final assessment was a written exam, but for specific reasons I deviated from the traditional essay format, and also tried to 'alleviate' the lacking grading of the term paper; see the discussion in Appendix 1b.

INB428 – Evaluation

In the course report I submitted in 2005, I referred to the lectures in this course as my weekly '*kosetime*´. I maintained such a rosy view as long the course existed – this was a positive learning environment, for the students and for the teacher. In 2011 I received the Master students' prize, awarded by *Fagutvalget*, for INB428. The basis was '*sin unike evne til å formidle fagfeltet sitt på en interessant og lærerik måte, for sitt brennende engasjement og for evnen til å involvere hele klassen i diskusjoner.'* A facsimile of the news item and the prize is included in Appendix 1c. The course was also chosen as a Best Practice-course by *Fagutvalget* in 2015; see Appendix 1d.

VOA043/ SAM18: Maritime History and Economics

This course is an elective in the bachelor programme that I developed with my colleague Siri Pettersen Strandenes. The aim of the course is to give students a chance to learn about the maritime industry. The main challenge in this course is the great span in the initial knowledge of the students – there are exchange students from landlocked countries and members of *Skipsfart- og Transportgruppen*, a student body at the NHH for people with a particular interest in the industry. The course has usually consisted of 50/50 Norwegian and international students.

VOA043/ SAM18 – Learning environment

There are two main components in this course – the theoretical foundation and the factual knowledge about the industry. From the beginning, the theory was taught in a conventional lecture situation, though in a manner that activated the students. For the factual learning, however, we took a different approach. We arranged excursions to a bank, a broker and a museum, and we had a guest lecture from an industry insider (see Appendix 2a). There was also a group term paper where the students chose an agent (shipping company, yard, etc.) to write about. Siri has now retired, and I have been the sole responsible for the course since 2016.

VOA043/ SAM18 – Assessment

The assessment in SAM18 is a 20-minute oral exam. Appendix 2b shows how we conduct the exam and the reasons that we have chosen an assessment of this type.

VOA043/ SAM18 – Evaluation

In 2018 I won *Bronsesvampen*, the Bachelor students' prize, for this course. This is awarded to a lecturer '*som har utmerket seg særlig positivt og gjort en ekstraordinær god jobb for studentene på bachelorstudiet*.' Specifically, the students emphasised '*en svært engasjerende og inspirerende foreleser, som virkelig brenner for faget sitt'* and lauded my '*innsats i å bli kjent med studentene, og sin unike evne til å tilpasse faget for å inkludere internasjonale studenter.'* A facsimile of the news item and the prize is included in Appendix 2c.

SAM21: Norway: Economy, History, Politics and Society

This is the course that most reflects 'the third phase' of my own teaching evolution. For several years, I had been of the opinion that one thing missing in the NHH course portfolio was a course on Norway for exchange students. When I was on Sabbatical at The University of Washington, I was affiliated with the Department for Scandinavian Studies and gave lectures on the Nordic countries. There, I was struck by how the students were 'handicapped' by being in the US, how much better the basis for their learning would have been if they had been in Norway and able to observe, rather than just being told about it.

This was an eye opener for me – and I decided to develop a course designed with an open question in mind: How can we best teach foreign students about Norway, utilising the fact that they are here, able to observe and experience Norwegian culture and daily life.

SAM21 – Learning environment

In this course, I have tried to minimise the regular 'recitation', focussing instead on joint activities and small and large tasks. Specifically, we have three excursions; to a museum, a historic city walk and a walk in the mountains, which I think are extremely useful for the students' learning experience (see Appendix 3a). There are also two main projects. The first is an extensive encyclopaedia that the students make, and which forms part of their curriculum. The second main 'project' is a research-based investigation of certain aspects of Norway, which engages the students throughout the semester; see Appendix 3c. This is the only of my courses with an attendance requirement (explained in Appendix 3 b.)

I try to make a 'narrative arc' in SAM21, centred around the question of Norway as a 'model nation'.[14] In three initial sessions we investigate how Norway has risen to the top of international indices of happiness and human development. In the fourth session, which is more of a traditional lecture, I present the flip side of the coin: the Norwegian state's influence in people's lives. Specifically, we focus on '*fornorsking'* – how throughout history there has been a systematic violation of the rights of indigenous people and minorities. The students learn about a part of Norwegian

[14] Today I think of this 'story' as *Perfect in a bad way*, a phrase coined by one of the Canadian exchange students during one of the sessions in the course. It aptly sums up one aspect of what I want the students to learn.

history that does not correspond well with the 'model nation' picture. It also invites them to reflect on their own countries in this manner.

SAM21 – Assessment

At the start of the course, I promise the students that if they participate actively, they will learn a lot about Norway (and most likely quite a bit about their home countries as well). Throughout the course they are required to do small tasks where they get individual feedback (for instance: a 200-word comparison of the nation-building process in Norway and their home country). The final assessment is a pass/ fail oral exam, which is presented in Appendix 3d.

SAM21 – Evaluation

I am impressed by how much the students learn about Norway in the relatively short period that they are here. Of course, not all the knowledge comes from this course, but I think that SAM21 is an important catalyst, affecting how they observe the country around them on a daily basis. The external examiner claims that '*det faglige nivået til disse studentene er jevnt over oppsiktsvekkende godt*'. He is also the co-host of the historic city walk and emphasises the positive learning environment he observes during these excursions. The feedback from the students also suggests the same thing, with one student claiming: 'I have learnt the most I could about Norway in a pretty short time period.'

4. Supervision

As part of my position at the NHH, I have supervised the theses of more than 50 students at *Siviløkonom*, *Høyere Avdeling* and Master-level, in addition to PhD-students. I have also been supervisor, co-supervisor and external examiner at other institutions of higher learning in Norway.[15] I also spend time supervising term papers and individual assignments in courses; then I usually organise a session where the students work together, while I walk around from group to group to discuss their work.

The main points of my teaching philosophy also shine through when it comes to my views on supervision. I try to be aware of individual student needs, and to make sure that the students are motivated to undertake what often looks like an overwhelming task.

During the initial meeting, I give students what I call 'the supervisor speech'. I point out the importance of motivation. I suggest that when they find a research question that is interesting, something that they would like to find the answer to, they might as well consider thirty per cent of the job already done, as the rest of the process will be so much easier. This is followed by practical information on writing, analysis and source use.

I then point out that I am not going to be 'sitting on their back' while they write their theses. If they know that they need strict deadlines to get the work done, then that is fine with me, and we will devise such a schedule. This is also something that I might suggest during the writing process, if the students have trouble progressing. Otherwise, I let the frequency of the supervision be up to the students. I then talk about the writing process, focussing on the challenges (and joys) that they are likely to encounter. I also mention some 'typical' problems that I know other people have had, and the 'ups-and-downs' of writing that I continue to experience myself. Finally, I point out that they are

[15] Examiner Master (NTNU, University of Bergen and University of Tromsø); Master-thesis supervisor (University of Agder); Master-thesis co-supervisor (University of Bergen); PhD co-supervisor (University of Oslo).

in a unique learning position – they are writing the curriculum themselves – and that they should try to enjoy this.

Given that I do not have any restrictions on the amount of supervision – neither minimum nor maximum – the amount of contact is very much up to the students. Appendix 4 shows the large variation in the interaction, and also presents two examples from the two ends of the spectrum.

5. Pedagogical materials

The first pedagogical material that I made, was for a long time the most successful – at least in output terms. In 1997-98 I did my national service at *Norsk Utenrikspolitisk Institutt.* This government-supported think tank produced *Hvor hender det?*, a short bi-weekly presentation of a policy issue, which had a circulation of more than 15.000 copies. I wrote four of these, which were sent to comprehensive and high schools, with good pedagogical support from the editor. An electronic version of the most recent one is still available online (*Hvor hender det*).

In 2010 I participated in a workshop on case-based teaching. Subsequently, I tried to write cases based on my business history research, but I felt that I never managed to get the format right. While I bring this part of my research into the teaching, it is more on an example basis, rather than as full-fledged case studies.

Two years later I was editor and contributor to the book *Global shipping in small nations*, which dealt with the history of Nordic shipping in the period 1960—2000. This book has been on the curriculum, either fully or partly, in maritime courses in Denmark, Finland and Norway. Some of my research articles have also been on the curriculum, both in maritime courses and courses on business history.

In 2019 I published a book on Norwegian shipping in the 20th century, which I had worked on for many years. While not intended as textbook, parts of the book are suitable for teaching. As the book is *open access*, I have put it up as supplementary reading for the SAM18 course.[16] In fact, in 2017 I let the students in the SAM18 class read and comment upon the drafts for the first two chapters of the book. Around a quarter of the students in the class chose this as one of their assignments, and were mentioned in the preface of the book as a 'thank you.' For me, it was extremely valuable to get the feedback from so many different readers. I got the impression that the students felt pride that they were listened to and that they contributed to a research project. For many, however, the most important part might have been that they got their name on the list.

Subsequently, I have written a Norwegian version of this book, aimed at a general audience. The book received favourable reviews of the press, and was also among the special recommendations at Deichman, the main public library in Norway. I hope to make an audiobook of this, which will be suitable for maritime colleges. Together with colleagues at the Bergen maritime museum, I have made three podcasts about the book. The students have been encouraged to use these as a supplement. Although the coverage is more detailed than what is required relative to the learning outcome of SAM18, I have the impression that they find the alternative format enjoyable.

As part of my teaching, I have made a lot of material that has been used in lectures. Some, like the INB428 'ambiguous term paper' became stalwarts that I modified slightly from year to year, and used for long periods. Other types of pedagogical materials – an investment case in SAM18, a role play on international politics in INB428 – have had a much shorter shelf life. There have been various reasons that I have stopped using them – they did not work, the students did not see the point, the topic was no longer relevant, or I came up with a better alternative.

[16] It has also recently come to my attention that the book is used in the university system in The Philippines.

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

In 1997, the Department of Economic History, where I had worked, was merged with (ie taken over by) The Department of Economics. I represented the Economic History Section in the executive committee of the department 2001—12, until a reorganisation where the Section became fully integrated. My work involved planning the economic history courses and integrating these into the department's teaching, in addition to developing new courses.

I have designed six new courses at the NHH – see Table 1 and Figure 1. Half of these were developed together with colleagues. The 'pedagogical sparring' that takes place during the planning phase of the new courses, is extremely fruitful. It involves questions about readings, teaching, activities and assessment, and often provides a chance to 'think outside the box'. I am lucky enough to have worked together with colleagues that share my pedagogical curiosity and have been willing to try new forms of teaching and learning.

In the period 2009—2017 I developed four courses outside the NHH. The first was a Masters' course in Shipping Economics for The University of Agder, which I gave on two occasions. This course became the inspiration for VOA043/ SAM18 at the NHH. The second was an Introduction to Maritime Economics course, developed for a new Bachelors' programme in International Shipping and Trade at Copenhagen Business School. This was a course for the first-year students, which I taught when I was on Sabbatical there. I was later invited to design an Advanced Maritime Economics course that the same students would follow in their third year. This course was taught intensively in 2016, when the students were on internships. It was really interesting to meet the students again, and to be able to utilise the knowledge about the industry that they had from the programme and from the internship. Finally, I developed a World Maritime History-course for Vietnam Maritime University, a fundamentally different experience (see Appendix 5).

7. Education leadership and management

My main roles have been within the department, and my contributions to the teaching and learning environment have primarily been informal, but with some exceptions. In connection with the transformation from *Siviløkonom* to Bachelor and Master, I was involved in the design of the minor profile in Economic history in the Masters' programme. From 2004 to 2006 I was profile coordinator for this profile, before it was closed due to small student numbers.[17]

In 2006 I sat on an interdepartmental committee discussing the introduction of plagiarism software, and I also drafted the report of the committee. The basis for my inclusion was a letter that I had sent to the student administration, where I suggested that the NHH develop a clear policy on plagiarism and make sure that the students knew about this. My letter was a direct response to the fact that I had several international students that 'crossed the boundary', without knowing that the rules at the NHH prohibited practices that were common and accepted at their home institutions. According to NHH regulations, these students should have been expelled – for 'crimes' that they did not know that they committed.[18] The report that we submitted ended up 'in limbo', as no one wanted to take responsibility for this issue.

[17] From the autumn semester of 2021 – after the submission of this report and after obtaining the title Excellent Teaching Practitioner – I became Vice Rector for Academic Affairs at the NHH.
[18] Raaheim (2015:99) distinguishes between cheating and plagiarism. My impression was that the students were guilty of the latter (unprofessional/ bad science), rather than the former (consciously breaking the rules).

I have been responsible, usually with a colleague, for 'courses, teaching and learning'-themed sessions at some of the department seminars. Here, we have dealt with questions related to teaching and learning (course and profile structure, assessment, evaluation). In 2013 we organised a session where the various research groups at the department would work together and later give a plenary presentation of what we referred to as '*Mitt drømmekurs*'. This was the occasion where I first suggested the introduction of a course teaching foreign students about Norway.

Last year, I was asked to sit on the committee to evaluate the teaching requirements for promotion to full professor. This was a new arrangement, so it also necessitated a discussion of how the criteria should be used. Before the meetings, I reached out to those faculty at the Department that could reasonably be expected to apply within the coming years, to hear their thoughts on the requirements. My younger colleagues reacted very positively to this – it would become a part of their own 'development plan' that they knew little about.

In January 2020 we submitted our report on the first candidate at the department that had applied under the new regime. The work in the committee was rewarding, with fruitful discussion about teaching, learning and pedagogical qualification. I have been asked by the head of the department to play this role in the future as well, to maintain continuity. As part of this, I am going to follow-up the potential applicants (current tenure track colleagues), to help them reflect on their teaching experience and hopefully 'get over the bar' if they apply for full professorships.

8. Evidence of student learning

I have always taken a great interest in student evaluations; this is my 'exam' or 'assessment'. Although I am in close dialogue with the students throughout the course, this is where they really have their say.

Course evaluations can be misleading for several reasons. Aspects such as expectation, gender, age and personality affect the evaluation of the lecturer. It is also difficult for students to estimate their own learning.[19] However, I nevertheless believe that course evaluations are an important channel of communication. For instance, ever since the beginning of my career, I have used the opportunity to give the students specific questions about various aspects of the courses.

My courses have tended to get good 'grades' in the point system, but I have been more interested in the written comments that the students submit (see Appendix 6b). Sometimes the qualitative assessment has inspired new topics or teaching methods. I have also won teaching awards, in 2011 and 2018. On both occasions, it is evident that the elements that I see as a vital part of my teaching philosophy, are the ones that the students have found laudable.

Still, while teaching awards and good feedback indicate that the learning environment is good, these are not *really* evidence of student learning. Instead, I would point out three elements that I think suggest that the students learn a lot in the courses that I organise.

First, the grades tend to be relatively good, and the fail rates are low, practically non-existent. Given that all exams have an external examiner, this is not the result of a 'race to the bottom' to attract students, but shows that the examiners think the learning outcome has been fulfilled. I would explain this by the combination of a good learning environment, and a type of exam that contains a 'safety net' for the academically weaker students.

[19] See Aarstad (2012) and Bergfjord (2014).

Second, I specifically ask the students about how much they have learnt in the course, and this – combined with other indicators from the course evaluation – suggests that there is substantial student learning in the courses. I think it is particularly important that in some courses, for instance SAM21, I try to provide the students with an analytical mind-set that enhances their learning also outside the traditional learning situation – by encouraging them to observe and reflect on a regular basis, in daily life. There might be a misalignment between perceived and actual learning, but I do not think that there is a systematic overvaluation of learning by *all* students in *all* my courses.

Two colleagues at the University of Bergen and Høgskulen på Vestlandet – who have experienced the learning environment and been external examiners – suggest that they think that students in my classes learn a lot. In particular, when the students have gained '*imponerende oversikt og innsikt'*, in a course that is graded pass/ fail, it shows that the intrinsic motivation has been triggered.

9. Dissemination

With regard to this dissemination, I am weak on formal, but stronger on informal qualifications. I have one published research article that deals with the question of learning, but it is based on a field far away from the classrooms at NHH in both time and space: 'International Transfer of Tacit Knowledge: The Transmission of Shipbuilding Skills from Scotland to South Korea in the Early 1970s' (published in *Enterprise and Society*). Based on archival sources and interviews, and helped by Polanyi's distinction between codified (explicit) and tacit knowledge, we set out to answer the research question: How were skills transferred between workers who had little common language and thus had potential difficulties communicating?[20]

Closer to home, I am frequently engaged in discussions about pedagogical issues, as part of the local 'community of practice'. Because my courses have won prizes, and I clearly enjoy and invest a lot in teaching, there is a lot of informal interaction with colleagues. This is a very interesting and useful part of everyday life at the department. I am also lucky enough to have a very close sparring partner: My wife is a Vice Dean at the University of Bergen and has been responsible for the overhaul of the five-year study programme at her department. We work in totally different fields (hers is partly clinical), but encounter many of the same challenges in questions of teaching and learning.

On some occasions, for instance in connection with the committee work on plagiarism software, changes in the course plan, etc. I have given seminars at the department to test the waters and get input from colleagues. In connection with the transformation to more digital teaching, I was asked to present the SAM18 course as a 'Best practice' example. An annotated version of my presentation can be found in Appendix 7. As is often the case, there was no room for discussion in the plenary, but over subsequent days I got feedback from many colleagues and the presentation laid the basis for several fruitful discussions.

Two of the academic organisations that I am a member of, the European Business History Association and the Business History Congress (US), are known for prioritising questions relating to teaching and learning at their annual conferences. The membership is primarily made up of business school employees, who face similar challenges with regard to courses, programmes and teaching.[21] At these conferences I frequently participate and contribute in sessions and workshops that look at

---

[20] Polanyi (1962) and (1966). Our conclusion is not ground-breaking, but "Our research shows that the transfer of tacit knowledge, across cultural barriers, from one continent to another, ultimately depends on the people involved, their backgrounds, and their ability to absorb new knowledge through face-to-face contact." In other words – both the motivation and the learning environment plays a role; Tenold *et. al* (forthcoming)

[21] See van Fleet & Wren (2005).

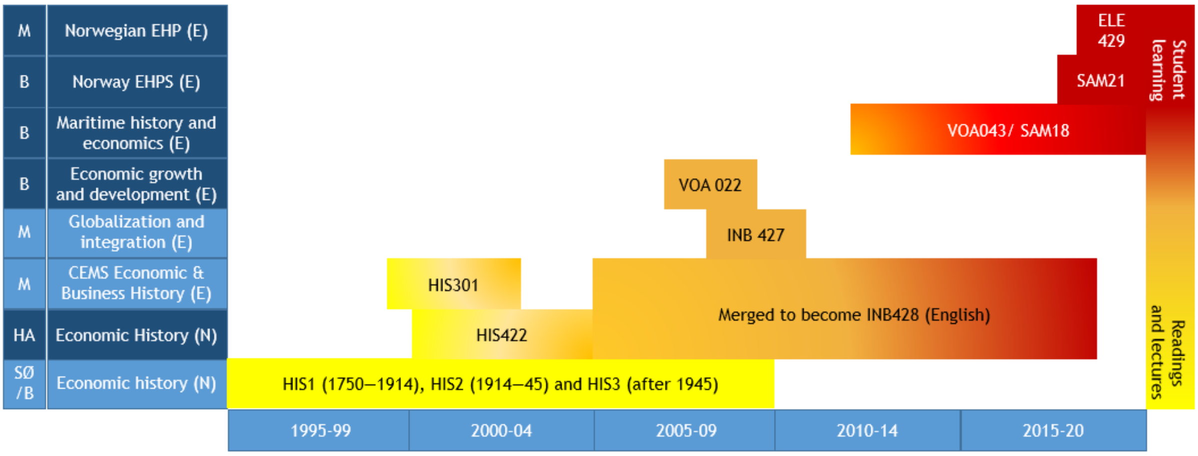
teaching and learning. It is evident that the challenges that I have experienced at the NHH – for instance marginalisation of the courses – is something that colleagues at other business schools also have to deal with. This focus on teaching and learning is a clear contrast to other academic organisations that I am a part of, for instance within maritime history, maritime economics or economic history, where the focus at academic conferences is solely on research.

10. Reflections on own educational development

The three phases presented in Part 3 can be used as a rough framework for my evolution. In Figure 1 have tried to make an alternative presentation of my development as a professional educator over the last 25 years. The x-axis refers to the time when I taught the courses. On the vertical axis, a light blue colour refers to courses that already existed when I started teaching them. The dark blue courses have been developed by me, either alone or with a colleague.

The colour-coding of the boxes is meant to indicate the pedagogic focus of the course. It spans from yellow, courses where the important thing was presenting the curriculum, to dark red, which refers to student-oriented teaching and learning.

Figure 1. A schematic overview of my courses and their focus[22]



My 25-year journey, from 'preaching at the podium' to student-centred learning, is by no means unique. Indeed, it mirrors the general development in higher education – from a teaching-paradigm to a learning paradigm.[23] As such, my changing practices become a reflection of these broader changes in the sector. For instance, when learning outcomes were introduced as an integral part of course presentations, we were forced to re-think this part of the course – add the 'why' and the 'how' to the 'what'. Subsequently, I realised that the learning outcomes might be a good starting point when presenting the course to the students – this is what we expect you to learn; this is how we will help you.

---

[22] The first column refers to the level of the course in the NHH-programme: *Siviløkonom* (SØ) and *Høyere Avdeling* (HA) for the pre-Bologna period, Bachelor (B) and Master (M) for the period after Bologna. The letter in parentheses after the name of the course indicates whether it was taught in Norwegian (N) or English (E). The full names of the top two courses are ELE429 Norwegian economy, history and politics (Master) and SAM21 Norway: economy, history, politics and society (Bachelor)

[23] See Haakstad (2011) and Gibbs (2013).

I have been lucky to work in an institution which provides a lot of freedom with regard to teaching and learning. In terms of course structure, contents and even development of new courses, there has been a bottom up-approach. At the same time, I am surprised by the extent to which outside, seemingly remote, factors affect the development.

At the NHH we get freedom to manoeuvre, but there are external factors that greatly influence the scope for teaching and learning. The structure of the educational programme shapes – and constricts – the possibilities, and even the physical environment plays a role. For a long time, inadequate physical facilities for 'alternative' teaching and learning such as group work, created academic rigidity and reinforced the focus on 'recitals'.

The decision to re-structure the NHH programme following Bologna affected me positively, and almost 'by accident' I was directed towards a path where I teach courses in English for a largely international audience. With smaller classes, and varied student backgrounds as an important teaching aid, I could focus on creating a good learning environment.

Being a teacher is a big part of my identity – it is a privilege to get the chance to influence the knowledge and thinking of other people. After 25 years I still have a tingling in my stomach before I go into class, particularly if it is a new group of students that I know I will be working closely with over the next months.

I would like to end this teaching portfolio with a 'concise reflection on learning', of the kind that I think it is important that my students write: Constructing this teaching portfolio has been a very rewarding and educational experience. I have become aware of the substantial efforts I have made over the last 25 years, and how both I and my courses have changed. At the same time, I now see that much of this development has been accidental, based on trial and error, gut instinct and sudden ideas, rather than deeply rooted in pedagogical theory. Still, I believe that the outcome has been relatively good, that I have managed to create a good learning environment in my courses and also a 'community of practice' with my colleagues at the NHH and elsewhere.

At the same time, these latter areas are where I see the largest potential for developing my pedagogical competence. First, I can benefit from assessing more systematically the outcomes of my teaching practices. Specifically, it could be useful to try to disentangle the effects of the many activities that are used during the courses, and try to evaluate their qualitative impact. Second, I can take more responsibility outside my own courses and department. I think I have succeeded in creating a good learning environment at the micro level, within my own courses. My new focus should be to contribute positively to the learning environment at the macro level, over and above informal collegiality.

Sources

Aarstad, J. (2012) ‘Studentevalueringer i høyere utdanning: Hva kan den internasjonale forskningslitteraturen lære oss?’ *Uniped* 35(1), 34—45

Barr, Robert B. & John Tagg (1995) ’From Teaching to Learning: A New Paradigm for Undergraduate Education’. *Change* 27(6), 13—26

Bergfjord, Ole Jacob (2014) ‘Studentevaluering i høyere utdanning en empirisk studie fra HiB’. *Uniped* 37(2), 33—43

Biggs, John (1999) ‘What the Student Does: teaching for enhanced learning’. *Higher Education Research & Development* 18(1), 57—75

Biggs, John & Catherine Tang (2011) *Teaching for Quality Learning at University.* Maidenhead: Open University Press.

Böttcher, Franziska & Felicitas Thiel (2018) ‘Evaluating research-oriented teaching: a new instrument to assess university students’ research competences’. *Higher Education* 75, 91—110

Colby, John (2005) Attendance and Attainment – a comparative study’. *Innovation in Teaching and Learning in Information and Computer Sciences* 4(2), 1—13

Deci, Edward L., Robert J. Vallerand, Luc G. Pelletier & Richard M. Ryan (1991) ‘Motivation and Education: The Self-Determination Perspective’. *Educational Psychologist* 26(3&4), 325—346

Felder, Richard M. and Rebecca Brent (2005) ‘Understanding Student Differences’. *Journal of Engineering Education* 94(1), 57—72

Forsgren, Susanne, Tanja Christensson, Gudrun Rudolfsson & Åsa Rejnö (2020): ‘To Attend or Not—The Reasoning Behind Nursing Students’ Attendance at Lectures: A Qualitative Study’, *Scandinavian Journal of Educational Research*

Gibbs, Graham (2013) ‘Reflections on the changing nature of educational development’. *International Journal for Academic Development* 18(1), 4—14

Golding, Jonathan M., Nesa E Wasaharley & Bradfoird Fletcher (2012) ‘The Use of Flashcards in an Introduction to Psychology Class’. *Teaching of Psychology* 39(3), 199—202

Haakstad, Jon (2011) ‘Læringsutbytte: Begrepets anvendelighet i kvalitetsvurdering av høyere utdanning’. *Uniped* 34(4), 72—81

Healey, Mick (2005) ‘Linking Research and Teaching to Benefit Student Learning’. *Journal of Geography in Higher Education* 29(2), 183—201

Jeno, Lucas M., Arild Raaheim, Sara Madeleine Kristensen, Kjell Daniel Kristensen, Torstein Nielsen Hole, Mildrid J. Haugland & Silje Mæland (2017) ‘The Relative Effect of Team-Based Learning on Motivation and Learning: A Self-Determination Theory Perspective’. *CBE Life Sciences Education*, 16(4), 1—12

Loyd, Denise Lewin, Mary C. Kern & Leigh Thompson (2005) ‘Classroom Research: Bridging the Ivory Divide’, *Academy of Management Learning & Education* 4(1), 8—21

Mahler D, Großschedl J, Harms U (2018) ‘Does motivation matter? – The relationship between teachers’ self-efficacy and enthusiasm and students’ performance’. *PLoS ONE* 13(11): e0207252. https://doi.org/10.1371/journal.pone.0207252

McGregor, Douglas M. (1960) ‘The Human Side of Enterprise’. In Leavitt, Harold J., Louis R. Pondy & David M. Boje, *Readings in Managerial Psychology*, Chicago: University of Chicago Press

Nukpe, Philip (2012) ‘Motivation: theory and use in Higher Education’. *Investigations in university teaching and learning* 8(Summer 2012), 11—17

Pittman, Thane S. (1998) 'Motivation'. In Gilbert, Daniel T., Susan T. Fiske & Gardner Lindzey *The Handbook of Social Psychology*, Vol. 1, Fourth edition, Boston: McGraw Hill.

Polanyi, Michael (1962) *Personal Knowledge: Towards a Post-critical Philosophy*. Chicago: University of Chicago Press

Polanyi, Michael (1966) *The Tacit Dimension*. London: Routledge & Kegan Paul, 1966.

Raaheim, Arild (2016) *Eksamensrevolusjonen*. Oslo: Gyldendal Akademisk

Tenold, Stig, J.Y. Kang, Song Kim & Hugh Murphy (forthcoming) 'International Transfer of Tacit Knowledge: The Transmission of Shipbuilding Skills from Scotland to South Korea in the Early 1970s'. *Enterprise and Society. DOI: https://doi.org/10.1017/eso.2019.68*

Tran, Van Dat (2014) 'The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention'. *International Journal of Higher Education* 3(2), 131—140

Van Fleet, David & Daniel A. Wren (2005) 'Teaching History in Business Schools'. *Academy of Management Learning and Education* 4(1), 44—56

Young, Paul Thomas (1961) *Motivation and emotion: A survey of the determinants of human and animal activity*, New York: Wiley; quoted in Pittman (1998)

Appendix 1a. INB 428 Learning environment: class activities, term paper and context

When I developed INB428, I hoped to retain the interactive, seminar-like style of HIS422. Although the number of students was higher, the foundation for interaction was better along one dimension: it was extremely useful to be able to tap into experiences and examples from all over the world. One year we had participants from more than 20 countries, representing all six of the populated continents. Still, with a relatively high number of students, it was difficult to get everyone engaged, and there was always the danger of one or two students consciously or unconsciously 'monopolising' the interaction. I tried to avoid this by asking for an auditorium where there was seating flexibility. For some of the lectures, the students would be sitting in groups of three or four, rather than usual 'theatre'-style, and that created room for new forms of interaction and broader participation. There is no doubt that the physical environment is important for the learning climate. This is one area where there has been some 'rigidity' at the NHH, with a lack of facilities that are flexible and conducive to more diverse teaching and learning.

In this course, there was one compulsory lecture – about the group term paper. I made the lecture compulsory because I wanted the students to know the (informal and formal) rules with regard to plagiarism. From experience, I knew that students, in particular those that came from abroad, had not been given a proper introduction to what was acceptable and unacceptable practices.

In the discussion of plagiarism, I was not condemning: I showed the students an example of plagiarism that I detected in the draft of one of my own papers. One of my co-authors, a renowned international professor, had taken a short-cut, and we would have been in trouble if I had not detected this before the paper was submitted.

Based on this personal experience, I could give the students sound advice about how to avoid similar situations – to always be accountable, to use their own words, etc. This lecture was also a chance to introduce students more broadly to source criticism and source use. My background as a historian was handy in this respect, and these were abilities that I felt many students at the NHH lacked.[24]

In connection with this lecture, I made an 'educational innovation': the ambiguous term paper. We would go through and discuss questions about plagiarism, source criticism, etc. in the first half of the class. After the break, I would give the students an 'example term paper' to read. This was presented as a combination of 'test of reading skills/ understanding' and as a preparation for the term paper they were going to write. Afterwards, they would be asked three simple multiple-choice questions about the contents. In reality, it was also meant to be an example of the topic that we had just gone through.

Unknown to the students, I had written two versions of the term paper – they looked identical but differed along some crucial dimensions. The left side of the class would get term papers where the correct answers were a, c and b, while the right side of the class would be 'directed' towards the answers b, a and a. After ten minutes, we went through the multiple choice together, and the students would raise their arms when their alternatives came up. Cue: much surprise and confusion – it was interesting to see the students' initial response, As it dawned on them I would ask them three questions: 1) What do you think happened? [Answer: You made us read different papers] 2) Why did I do that? [Answer: To teach us about source criticism.] 3) Which paper was correct [Answer: usually a lot of uncertainty, before they arrived at the conclusion that both were correct].

I made the first term paper in 2005, and the exercise was used until the course was given for the last time in 2018, with only minor modifications: I added a bit more 'smoke and mirrors'. Students really liked the exercise. it emphasised both the role of source criticism, and the point that there is more than one 'true story'. And the element of surprise makes them remember – when I

[24] This was not formulated in the learning outcome. I wanted it – rightly or wrongly – to become 'a bonus'.

meet former students from INB428, this is something they bring up. I have told colleagues about ‘the ambiguous term paper’, and I know that the idea has been used at The University of Bergen as well.

Another activity that I introduced in this course was a ‘context’-exercise. I wanted to show the students how seemingly ‘inconspicuous’ facts could be used to illustrate more important points. Students would write a one-page article, which was read and commented upon by another student. An example of a topic would be ’17. September 1752’. This was one of eleven days that disappeared with the transformation from the Julian to the Gregorian calendar. The students could then use this ‘non-day’ to expand on the topic of times, date, etc.

In 2014, in connection with the Russian invasion in Crimea, I made a role play, where the students read up on the position of the involved parties (countries, intergovernmental institutions, NGOs), then arranged a ‘summit’ in class where they presented ‘their’ views – based on the history of the region. My idea was that this would be a good way to learn about the rules and conventions of the international political regime, and at the same time be a good starting point for a discussion about the use and abuse of history. It was a time-consuming exercise, but I think the learning outcome was unclear, to me and the students. The students were specifically asked about this exercise in the course evaluation.

3. Multiple choice question	Percentage
The discussion on the use of history in the Crimean conflict was:	
a. Useful/ interesting	46,2%
b. Neutral - neither better or worse than a regular lecture	23,1%
c. A waste of time	15,4%
d. I did not participate in that lecture	15,4%

Although there was a generally positive sentiment, the exercise was not repeated.

Many of the course evaluations in INB428 tended to emphasise the good learning environment – this was a regular feature, from the first time the course was given until the end. I have collected some examples below:

Spring 2009:

- The lectures were stimulating, with encouragement for students to contribute. This worked very well and even though there was no grade given for in class contribution/ participation (which maybe should be considered??!) many people did come up with insightful comments and questions.

Spring 2010:

- Stig is an excellent lecturer (among the best I've had at NHH*) and the interactive atmosphere in class definitely aids the learning experience. Of course, it also helps that the subject matter is very interesting!

  * Without trying to be funny, his excellent English proves to be a factor here as well.

Spring 2011:

- Jeg har studert i tre år på UIB og fire år på NHH, men aldri møtt en foreleser som engasjerer og motiverer i samme grad som Stig Tenold gjør i dette faget.

  Jeg kan ikke huske noen tidligere kurs jeg har tatt der foreleser har lykkes i samme grad med å få respons fra studentene. Timene er preget av interaksjon og meget spennende.

I have included all the comments from Spring 2013 in Appendix 6b, to show that I am not ‘cherry-picking’. The final quotes are from the last time the course was given, spring 2018:

What worked best in the course?

Comments
The Lecturer.
Stig's teaching method and style made every lecture uniquely interesting. The importance given to critical thinking and assessing the big picture over minutiae made me rethink my approach to several things.
Everything. The course is perfectly presented. We understand the logic.

There is no doubt that the student evaluations of the course tended to focus on a positive learning environment, with interaction, enthusiasm and motivation. In 2014 the question of teacher-centred versus student-centred classes was raised (I did not find this in earlier or subsequent versions of the evaluation). The answer for INB418 was:

8. Matrix question

To what extent did you find the class meetings to be:
(Please select the option that best represents the mix of the two teaching methods below)

- teacher centered (focus is on teacher; teacher talks – students listen; classroom is quiet; teacher answers questions)
- student centered (focus is on both teacher and students; students interact with instructor and one another; classroom is often noisy/busy; students answer each other's questions)

	Teacher centered (100%)	90-10	80-20	70-30	60-40	50-50	40-60	30-70	20-80	10-90	Student centered (100%)
a. Focus:	0%	15,4%	23,1%	7,7%	7,7%	23,1%	7,7%	15,4%	0%	0%	0%

[Return to teaching portfolio – INB428]

Appendix 1b. INB428 Assessment

Based on my experience from previous courses taught in English, I knew that while some students were very comfortable with writing essays in English, others had trouble getting their message across. This was something that I wanted to address when I chose the assessment in INB428.

The first part of the exam, counting approximately 20 per cent, was a multiple-choice test. Such tests often favour students that are good at memorising facts (years and names are history stalwarts). It may thus typically work against the critical thinking that I wanted to encourage in this course. However, I aimed at making questions that tested the students' understanding. Moreover, I also used the multiple choice to remind students about 'key concepts', which they would find useful in the second part of the exam. In particular, the aim was to give the non-native English speakers the confidence to use important terms.

In the second part of the exam, students could choose between two alternatives. One was a standard essay. However, when writing the essay, students were told to provide specific examples of their arguments, based on different countries, eras and regions. This was a direct reference to the term papers. As the students knew that this would be expected, it encouraged participation also earlier in the semester, when the term papers were presented. It also to some extent alleviated the fact that the term papers were not graded.

The alternative to the essay, was eight smaller questions, from all parts of the curriculum. One year the external examiner and I both realised that some of the best students answered the eight questions in an 'integrated' manner, almost like a pre-outlined essay. For subsequent exams, I made the questions with this in mind – students that really mastered the learning outcome, would be able to see the interrelationship between the questions.

When I graded the exams, I made a point of grading part two 'blindly', without linking it to the multiple choice. This would avoid me being predisposed by how the student had done on the first part. However, I soon realised that there was a quite strong correlation between the two forms of assessment. This surprised me, as I expected that they would reflect different levels of learning; shallow versus deep. The multiple choice also enabled me to see which parts of the course the students struggled with – in addition to summing up the score for individual students, I looked at the number of correct answers for each question. A low score here either reflected an awkwardly put question, or that this was a topic where the students struggled.

Return to teaching portfolio

Appendix 1c. The Master students' prize

Stig Tenold priset av masterstudentene

Professor Stig Tenold ved Institutt for samfunnsøkonomi er tildelt Masterstudentenes pris for fremragende innsats for 2011. In English

22.06.2011 - Hallvard Lyssand

Stig Tenold vant prisen gjennom undervisningsinnsatsen i kurset "Topics in International Economic History in the 19th and 20th Century."

Han fikk overrakt prisen i forbindelse med avslutningsseremonien i aulaen sist fredag.

I begrunnelsen for tildelingen fastslo leder for Masterfagutvalget, Siri D. Sørgard, at Tenold får prisen for sin unike evne til å formidle fagfeltet sitt på en interessant og lærerik måte, for sitt brennende engasjement og for evnen til å involvere hele klassen i diskusjoner.

- Han er alltid godt forberedt og hjelpsom, og om du ikke har hatt han som foreleser i løpet av studiene ved NHH har du definitivt gått glipp av noe, la hun til.

- Å få denne prisen er veldig hyggelig. Men responsen jeg får underveis i kurset er minst like viktig. Studentene er interesserte og kunnskapsrike, og jeg lærer mye hvert eneste år. De kommer dessuten fra et tosifret antall land, og jeg prøver å spille på de ulike bakgrunnene deres i undervisningen. Det er i det hele tatt et veldig artig kurs å ha, sier Tenold.

Masterstudentens foreleserpris ble etablert i 2008. Hvem som får prisen blir avgjort av styret i Masterfagutvalget etter nominasjoner fra studentene.

Tidligere vinnere er Øystein Thøgersen, Ola Grytten og Lasse Lien.

Professor Stig Tenold fikk overrakt Masterstudentenes pris for fremragende innsats fra Masterutvalgsleder Siri D. Sørgard under avslutningsseremonien i aulaen sist fredag.

Foto: Audun B. Andersen/Hanne E. Fagereng


Masterstudentenes pris

for fremragende innsats

Stig Tenold

Stig Tenold tildeles Masterstudentenes pris for fremragende innsats på grunn av sin unike evne til å formidle sitt fagfelt på en interessant og lærerik måte. Han klarer å engasjere både norske og internasjonale studenter i sine forelesninger gjennom sitt rike språk og gode diskusjoner som involverer hele klassen. Stig Tenold berømmes for å være hjelpsom og imøtekommende, og vise et brennende engasjement for sitt fagfelt.

17. juni 2011

Leder MFU

Nestleder MFU

[Return to teaching portfolio]

Appendix 1d. Best practice evaluation

Kurs: INB 428 Topics in International Economic History in the 19th and 20th Century
Foreleser: Stig Tenold
Pensumlitteratur: Utvalgte deler av David Landes (1998) The Wealth and Poverty of Nations og flere artikler.
Fagutvalgsrepresentanter: Peder Engesæth og Håkon Granvik
Spørreskjema utlevert og samlet inn i forelesningen mandag 16. mars 2015
Antall respondenter: 18

Om faget
(omfang, relevans, vanskelighetsgrad, osv.)

Tilbakemeldingene på faget er generelt svært gode. Studentene mener at faget er meget interessant og peker også på dette som grunn for de tar det. Det bemerkes ikke at vanskelighetsgraden oppleves som for høy eller for lav. Kurset ser ut til å samsvare svært godt med kursbeskrivelsen.

Om foreleserne
(formidlingsevne, kommunikasjon med studenter, evne til å disponere tid, forberedt, osv.)

Foreleseren oppleves som svært god, og flere studenter hevder eksplisitt at han er den beste eller en av de beste foreleserene på NHH. Han får spesielt skryt for å være flink til å engasjere studentene, og at timene oppleves som interaktive. Det trekkes også flere ganger at han er godt forberedt, kunnskapsrik om emnet, og at han er flink til å kommunisere pensum.

Om undervisningsopplegget
(informasjonsflyt, gjesteforelesning, innleveringer og gruppearbeid, osv.)

Det mest positive her later til å være gruppearbeidet. Spesielt pekes det på at det ikke er for omfattende, og at det er god øving i gruppearbeid og den aktuelle typen oppgaven. Noen nevner imidlertid et ønske om ytterligere flere innleveringer, og andre skulle ønske at de var mer fokuserte. Det er også noe splid om gjesteforeleseren. Flertallet mener disse er gode, men andre opplevde at gjesteforeleser var dårlig forberedt og en svak formidler.

Om pensum
(samsvar mellom pensum og forelesninger, styrker/svakheter ved pensum osv.)

Studentene er generelt fornøyd med pensum og har lite eller ingenting å utsette på det. De mener det er godt samsvar mellom pensum og det som presenteres under forelesningene.

Forbedringspotensial

Få svarte på denne bolken, svarene varierte, og mye av det er også nevnt før. Av nye, relevante momenter kan man trekke frem et ønske om mer informasjon om eksamen tidligere i semesteret og at kurset oppleves som for belastende for antall studiepoeng.

Best practices

Svært mange studenter viser her til at timene oppleves som svært dynamiske oginteraktive, og med mye toveiskommunikasjon, og at dette burde kunne overføres til også andre fag. Flere nevner også størrelsen på klassen som et pluss.

Annet

Et par studenter fremholder et ønske om at faget ble tilbudt begge semester ettersom det er et populært fag blant utvekslingsstudenter (som bare er her ett semester), og lett kan inkorporeres i de fleste kursporteføljer.

Oppsummering

Kurset later til å være svært populært blant studentene, og mye av dette kan attribueres til foreleser. Han oppleves som engasjerende og entusiastisk, og studentene setter pris på de interaktive diskusjonene i klassen fremfor enveiskommunikasjon. Langt de fleste studentene tok faget fordi de var interesserte i emnet, og da er det bra at de fleste også opplever at det er samsvar mellom undervisningen og kursbeskrivelsen.

Return to teaching portfolio

Appendix 2a. VOA043/ SAM18 – Learning environment: class activities and excursions

In the introductory lecture of SAM18 I present the learning outcomes of the course to the students. I also 'interpret' them, and say that 'in reality' my aim is that in December (this is an autumn course) the students should be able to join me at the Christmas party of the Bergen Shipowners' Association, and engage in a meaningful discussion with the 'industry insiders' about current and historical shipping markets.

Due to the focus on a particular industry, it is important that the students acquire a working vocabulary of shipping terms early on in the course. We have tried various measures to ensure this. For instance, we developed a multiple-choice test based on definitions, which the students had to take. Today, I use 'speed dating', a method of learning that I first devised for use in SAM21, but which I found could be applied here as well. All students write a 30–80-word definition of one term each. I print out small cards (1/8 of an A4 page) with the definitions on. The students then explain 'their' term to a fellow student, and hand them the card, before they receive the other's card and hear their explanation. Thus, the students get the flashcard to practice the terms, but also a 'face' to go with each term.[25]

For a number of years Bjørn Sjaastad, who has been CEO of two of Norway's largest stock exchange-listed shipping companies and President of the *Norges Rederiforbund*, has given a guest lecture in the course. He likes 'promoting' the industry, and it is useful for the students to hear an industry insider's take on the topic. In 2020, we changed the format. All students had to submit questions in advance, which I grouped into broader themes and went through with Bjørn Sjaastad a couple of days before the class. We then sat down for a session in the auditorium, where I 'interviewed' him, asking the questions that the students had submitted. Students could also pose questions 'from the floor'.

In principle, there would be 'risks' involved in an interview such as this. However, I have seen Bjørn's presentation so many times, that I knew the message that he wanted to convey, and it was useful to align this to the students' specific questions.

In SAM18 I have tried some things that I have subsequently discarded. One such thing was presenting students with specific questions formulated at the start of the lecture (for example: 'What are the four shipping markets?') Subsequently I tried to reformulate this, almost as mini-learning outcomes (for example: 'after this lecture you should be able to describe the shipping market model'). The idea was that the students could easily check if they had learnt what they should. However, the students tended to be too focused on this, and the questions and learning outcomes partly worked as a straitjacket. If we spent too long on an interesting and relevant discussion, for instance, and did not cover all the questions, the students might feel short-changed.

The one thing I really enjoy about SAM18, is how it is possible to take the students 'from 0 to 100' in a relatively short period of time. In the first lecture we have a Kahoot-quiz, and I ask the students to note their scores. When we do this again before the exam, most of them are surprised about how the shipping vocabulary has become 'internalised', and how questions that made no sense three months earlier now seem simple.

Return to teaching portfolio

[25] Flashcards are a useful tool on their own; Golding *et al.*, 2012. The manner that flashcards are used in this course has two additional learning effects. First, the students have to actively explain 'their' term to someone else. Second, learning is improved when visual and audio is combined, and the students also get 'a face' to connect to each term. Unfortunately, a teaching practice where all students in a class interact face to face with each other, and also hand over cards, would be irresponsible to use in the current pandemic situation.

Appendix 2b. VOA043/ SAM18 – Assessment

The exact format of the exam in SAM18 came about quite by accident. In one of the traditional history electives we had a student who had special requirements. Rather than a five-hour written exam, he got the question, prepared for twenty minutes, then had an oral examination. We decided on a modified version of this format in the course. One of the elements that we wanted to remedy was the large difference in the students' background knowledge. From the beginning, there have been many students who had practically no former knowledge about the topic, and were also unfamiliar with exams in English. By having an oral, rather than a written exam, it is possible to 'help' students that clearly have the necessary knowledge, but need help with terms, are unsure about whether they have understood the question, etc.

Before the exam I emphasise that the aim of the exam is that the students should get a chance to show us what they have learnt – the aim is not to uncover whether there are any specific 'holes' in their knowledge. We have a 'mock' oral exam in the last lecture, where they examine each other.

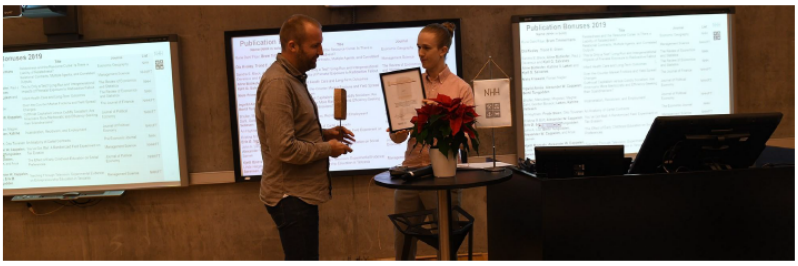
The format of the exam is as follows: The students enter the examination room, and get one random topic or question. They then choose another from a list of ten topics and questions. Subsequently they get twenty minutes to prepare. In addition to their two topics/ questions, we have informed them that we might talk about their term paper. This is a way to 'break the ice' if the students are too nervous – they can then start talking about something they know well.

In 2020 the exam was conducted via Teams, rather than in real life, due to COVID. The students did not have the 20 minutes to prepare their oral exam. In hindsight, this was a mistake. Some questions and topics were so broad that the students would really benefit from some time for preparation; while they clearly knew about these topics, it might have been unclear how to organise their presentation.

I expect that we have had some 500 students taking this exam since the beginning of the course. In all cases there have been external examiners. Still, to my knowledge there is only one student who has failed. I think this can partly be attributed to a good learning environment and clear learning outcomes, but also to a form of assessment that emphasises what the students know, rather than looks for gaps in their knowledge and understanding. It is also useful that students have been able to ask clarifying questions, or have been 'led back on the right path' in a manner that would have been impossible with a written exam.

Return to teaching portfolio

Appendix 2c. Bronsesvampen



Student Sondre Eriksen overrakte Bronsesvampen på allmøtet for ansatte 20. desember 2019.

Av Astri Kamsvåg

20. desember 2019 13:17

Bronsesvampen til Stig Tenold

Professor Stig Tenold ble i dag tildelt bachelorstudentenes forelesningspris for faget SAM18 – Maritime History and Economics for høsten 2019. Han beskrives som en svært engasjerende og inspirerende foreleser, som virkelig brenner for faget sitt.

Juryens begrunnelse:

"Mottakeren av dette semesterets Bronsesvamp beskrives som en svært engasjerende og inspirerende foreleser, som virkelig brenner for faget sitt.

Stig Tenold hedres for sin innsats i å bli kjent med studentene, og sin unike evne til å tilpasse faget for å inkludere internasjonale studenter.

I tillegg til spennende og interaktive forelesninger, har Stig Tenold også gjort faget SAM18 – Maritime History and Economics levende og innovativt ved å kjøpe inn fagaviser som studentene kan lese på fritiden, samt tatt studentene med på bedriftsbesøk hos DNB.

Det er ingen tvil om at Stig Tenold gjør en fremragende jobb som foreleser, og er en velfortjent vinner av Bronsesvampen høsten 2019."

I 2011 ble Stig tildelt Masterstudentenes undervisningspris for fremragende innsats.

BRONSESVAMPEN

HØSTEN 2019

tildeles

STIG TENOLD

Bronsesvampen er studentenes og Studentutvalget ved NHH's foreleserpris. Prisen deles ut hvert semester til en foreleser som har utmerket seg særlig positivt og gjort en ekstraordinær god jobb for studentene på bachelorstudiet.

Fagpolitisk ansvarlig

Sondre Eriksen
Bacheloransvarlig

NHHS

Studentutvalget ved NHH

Return to teaching portfolio

Appendix 3a. SAM 21 – Learning environment: class activities and excursions

SAM21 is formally called: Norway – Economy, History, Politics and Society. The course is almost like a project – it is based on substantial interaction with the students, and their background and attitude determine how the course develops. The course is currently being given for the fourth time, and it is a very enjoyable experience. We have a lot of activities, three excursions. The students read four research articles, and conduct a research project. They also make a Norwegian encyclopaedia, which forms part of their written curriculum. Each student writes three entries about various Norwegian topics – the topics are 'handed out' in google docs on a first come-first served basis. The presentations are maximum one page and are handed in via Canvas, where they get feedback from me. If necessary, I 'clean up' the language before publishing it to all students.

The topics are presented to other students via speed dating, where I have made flashcards that enable them to get the 'bullet points' from each topic (during the pandemic this was replaced by digital flashcards). The students are expected to have a rudimentary knowledge of the topics, and most of the topics are 'activated' and 'contextualised' at various times during the course. An example of the list for 2020 is given below:

	A - places and institutions	B - persons	C - topics
1	Arbeiderpartiet (Labour Party)	Amalie Skram	1814
2	Barnevernet	Anders Breivik	1905
3	Bergen	Armauer Hansen	17th May
4	Bjørgvin	Arne Treholt	1972 referendum
5	Christiania	Asbjørnsen & Moe	1994 referendum
6	De syv fjell	Bjørnstjerne Bjørnson	8th May
7	DnB	Burzum	9th April
8	Equinor	Camilla Collett	22nd July
9	European Economic Agreement (EEA/ EØS)	Christian Michelsen	24th December
10	European Free Trade Area (EFTA)	Dolk	Agriculture
11	Finse	Dronning Margrethe I	Alcohol consumption
12	Fremskrittspartiet (Progress Party)	Edvard Grieg	Aluminium production
13	Gjerdeløa	Edvard Munch	Bergenser
14	Hansa	Egil "Drillo" Olsen	Brann
15	Høyre (Conservative Party)	Einar Gerhardsen	Bunad
16	Jan Mayen	Erling Braut Haaland	Christmas in Norway
17	Kalmar	Erna Solberg	Cupfinalen
18	Kristiania	Familien Ingebrigtsen	Den norske kirke
19	Kristiansand	Fridtjof Nansen	Easter in Norway
20	Landsorganisasjonen (LO)	Gina Krog	Father's quota
21	Lofoten	Gro Harlem Brundtland	Food customs - everyday
22	Lillehammer	Gunnhild Stordalen	Food customs - festivities
23	Little Norway	Helge Ingstad	Fylker (Counties)
24	Mowi	Henrik Ibsen	Gender equality policies
25	Mongstad	Ivar Aasen	Human Development Index
26	NAV (Labour and Welfare Administration)	Jens Stoltenberg	Ja, vi elsker
27	NHH - Norwegian School of Economics	Jo Nesbø	Janteloven
28	Nobel committee	Jon Fosse	Kalmar Union
29	Norsk Hydro	Kjersti Braathen	Klyngetun
30	Norsk Rikskringkasting	Kong Haakon VII	Kommuner (Municipalities)
31	North Atlantic Treaty Organization (NATO)	Kong Harald V	Kontantstøtte
32	Norwegian (airline)	Kong Olav V	Mining
33	Næringslivets Hovedorganisasjon (NHO)	Kronprinsesse Mette-Marit	Minorities
34	Oljefondet (State Petroleum Fund)	Kygo	Norwegian sports
35	Oslo	Kåre Willoch	Nystemten
36	Scandinavian Airline Systems (SAS)	Magnus Carlsen	Oil exploration
37	Seadrill	Mette-Marit	Prohibition
38	Statoil	Ole Bull	Rosenborg
39	Stavanger	Ole Gunnar Solskjær	Russetiden
40	Stiklestad	Roald Amundsen	Sami people
41	Stortinget	Sam Eyde	Shipping
42	Svalbard	Siv Jensen	Skam
43	Syden	Sonja Henie	Telemark skiing
44	Syd-Georgia	Sylvi Listhaug	The court system
45	Telenor	Therese Johaug	The Nordic model
46	Tromsø	Thor Heyerdahl	The public sector in Norway
47	Trondheim	Trond Giske	The role of the King
48	Universitetet i Bergen	Trygve Haavelmo	Union with Denmark
49	Universitetet i Oslo	Vidkun Quisling	Union with Sweden
50	Venstre (Liberal party)	Aanen Reinertsen	Wage bargaining

The students are told that one of the encyclopaedia entries can be in an alternative format. While most students choose to write a regular entry, some students clearly cherished the chance to do something different. Among the noteworthy contributions have been a two-minute film about King Haakon VII, a song detailing the life of Kygo (handed in as a recording, but subsequently performed for the whole class) and a 12-page manga cartoon about the football club Rosenborg.

The students do not get a deep understanding of the many Norwegian terms, but they should learn the difference between Tromsø and Trondheim, Edvard Grieg and Edvard Munch, and *Bunad* and Brann. However, when the knowledge is aggregated, when the entries are put into a context, it is evident that this is an efficient way to learn of a lot of aspects about their new, temporary home country.

A central part of the course is the three excursions. The trip to the museum comes early in the semester, and is a good chance for the students to get to know each other. During the historic city walk, they get a chance to ask questions that they wonder about as we wander about. Finally, we have a Sunday hike. The three excursions allow the students to observe, and the manner of learning is quite different from the classroom. For instance, during the city walk (from the NHH to the Bergen city centre) we stop at Holmefjordboden, a house that was used to store stockfish. We tell the story of how Bergen was built as a centre of the fish trade, and the students can smell that even more than ten years after Holmefjordboden was last used to store fish, the odour still lingers in the woodwork. We then walk 30 metres south, and get to the international headquarters of Mowi, the world's largest fish farm company. Here, the entry *Mowi* from the encyclopedia is 'activated', and the student that wrote the entry presents it again. This invites a discussion of how Norway continues to be an important fish exporter, and some of the environmental challenges facing the industry. In conversations during the course and in the open-ended feedback, the students often emphasise that the excursions were useful:

Open Ended Feedback

What worked best in the course?

Comments
The best part was probably to work outside of the classroom (Maritime Museum, hike, walk to the city center) and in a less purely academic perspective.
interactive and dynamic courses
Structured lectures and assigned/mandatory readings
The approach I really loved. It is a different type of course aimed rightly at exchange students that do not know much about Norway.
That the professor was so close to us students, and then the lectures/practicals were interactive
I really liked to continiouse connection to everyday life and also the excursions we did where one was able to apply or connect information from the course to real life or the history of the area we were visiting
The best of the course was versatile content. Excursions were really nice as well as hiking.

The students also write a short essay, on a 'Norwegian' topic of their choice. Here, like in the course in general, there is not necessarily an economics or business focus – they can write about topics characterised by any of the four main themes – economy, history, politics and society. The important thing is to learn about and reflect on Norway.

Return to teaching portfolio

Appendix 3b. SAM 21 Attendance requirement:

In my opinion, the positive effect of a well-functioning learning environment is so large, that otherwise sub-optimal measures can be justified. For instance, in SAM21 I have a participation requirement.

Biggs and Tang (2011) refer to MIT-professor Douglas McGregor's classic study of relationship management principles, *The human side of enterprise*. McGregor sketches two types of organisational climate, and Biggs and Tang transfer these to a teaching situation. Theory X is based on the idea that students can not be trusted, that they do not want to learn, and that they are prone to cheating if the possibility of being caught is small. Theory Y suggests that students should be given freedom. In his article, McGregor (1960) uses an analogy which is well-known: the carrot and the stick.

Checking attendance is typically seen as a Theory X feature; one that is used in situations where there is little trust in the students. However, I still choose to wield this stick, although I am generally in favour of carrots.

There are two main reasons that I have introduced an attendance system in SAM21. First, participation increases learning.[26] The group dynamics that I hope to create in class, are based upon the premise that contributions from *all* students are wanted and valuable. And to contribute, they have to be present. In trying to create a positive learning environment, I also tell the students that they are not allowed to use mobile phones in class (except when told to), and should use computers responsibly (ie to take notes or look for information, not to use social media).

Second, student activities are an integral part of the learning process. When I know that students have participated in these activities (excursions, class tasks, group work), I can also be quite sure that they have attained the learning outcome.

I provide weekly updates on how the students are doing relative to the requirement (per cent). The constraint is 'soft' – students that e-mail me in advance with an explanation of why they can not come to class, are not registered as absent. Again, this is part of 'being seen' and encouraging 'individual accountability'. Part of my 'contract' with the students is that they do not wake up, see the Bergen rain, and turn around to go on sleeping, rather than go to the lecture.

Sometimes, I provide students with alternatives that might promote learning. For instance, when a group of students in my 'Norway'-class told me that they would be absent due to a trip to Tromsø, I encouraged them to visit the local museum to learn more about the Sami and the northern regions of the country, rather than sit in a hotel room and follow a video of my lecture.

[Return to the teaching portfolio]

[26] Many studies have found a strong correlation between attendance and attainment; see for instance Colby (2005).

Appendix 3c. SAM 21 – The research project

In SAM21, I try to integrate a basic ‘research’ approach to the learning process. According to the learning outcome, students should be able to: a) present and contextualise information about Norway; b) participate in basic discussions about the country; and c) be able to communicate about Norway with both specialists and non-specialists. The research project helps to cover this, and it fits Loyd, Kern & Thompson’s (2005:9) definition of classroom research: ‘Classroom research is research that utilizes a student population and is conducted within the classroom setting’.

This work starts with data collection in the very first lecture (based on answers from the students), which I aggregate to create a unique data set. This lays the foundation for the research question in their group work during the semester. Finally, the groups present their research during a poster presentation towards the end of the course, Here, students that do not follow the course are invited to attend.

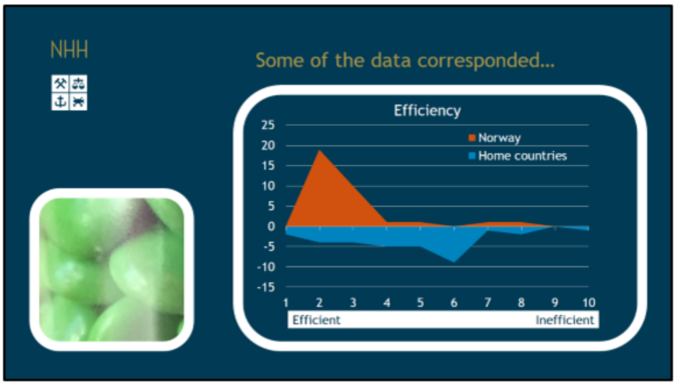
The research project starts during or after the first lecture, where the students are asked to fill in a form, where they have to characterise Norway and their home country along several dimensions:

Please mark with a circle (preferably in red) where you would place Norway
Please mark with a cross (preferably in black) where you would place your home country
Name: Country:

Identity	Collective	1	2	3	4	5	6	7	8	9	10 Individualistic
Power	Egalitarian	1	2	3	4	5	6	7	8	9	10 Hierarchical
Wealth	Poor	1	2	3	4	5	6	7	8	9	10 Wealthy
Health	Healthy	1	2	3	4	5	6	7	8	9	10 Sickly
Orientation	Extrovert	1	2	3	4	5	6	7	8	9	10 Introvert
Responsibility	Fatalist	1	2	3	4	5	6	7	8	9	10 Individualist
Bureaucracy	Bureaucratic	1	2	3	4	5	6	7	8	9	10 Simple
Uncertainty	Ambiguity	1	2	3	4	5	6	7	8	9	10 Certainty
Adaptability	Flexibility	1	2	3	4	5	6	7	8	9	10 Structure
Behaviour	Competition	1	2	3	4	5	6	7	8	9	10 Cooperation
Focus	Group needs	1	2	3	4	5	6	7	8	9	10 Individual needs
Distribution	Equality	1	2	3	4	5	6	7	8	9	10 Inequality
Attitude	Hard-working	1	2	3	4	5	6	7	8	9	10 Lazy
Gender relationship	Equality	1	2	3	4	5	6	7	8	9	10 Inequality
Efficiency	Efficient	1	2	3	4	5	6	7	8	9	10 Inefficient

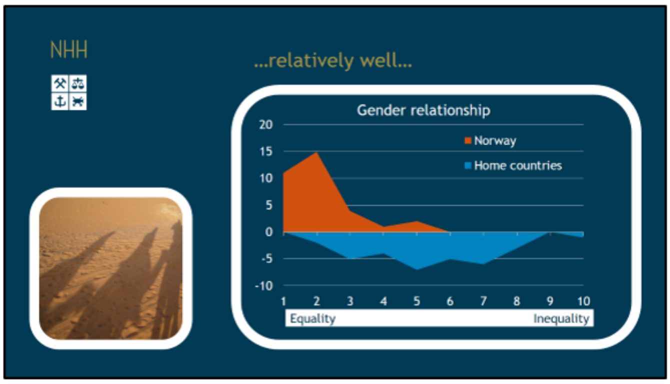
I then collect the data, and based on their replies I make a worksheet, with corresponding charts, that shows how they view their home countries and Norway. We go through this in the second lecture – called 'Norway – expectations, prejudices, facts and first impressions'. Here we discuss the basis for their evaluation.

We go through the various responses, and try to explain the results. The top half shows their answers on Norway, the bottom on their home countries. I have added some slides that show the dynamics:



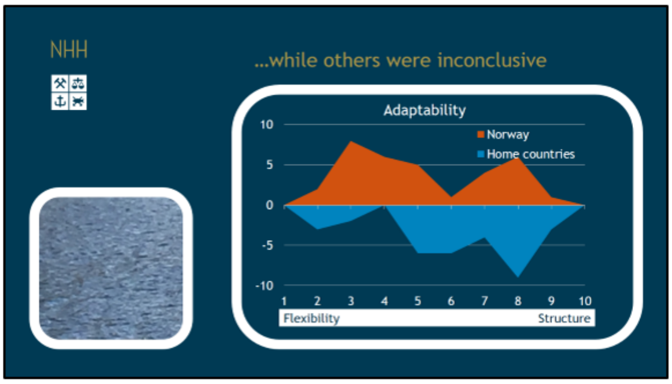
We first point out that we would expect the answers on Norway to be bunched, relative to the answers on their home countries.

The reason for this is that they come from *many* of countries, with differing characteristics, while Norway is *one country.*



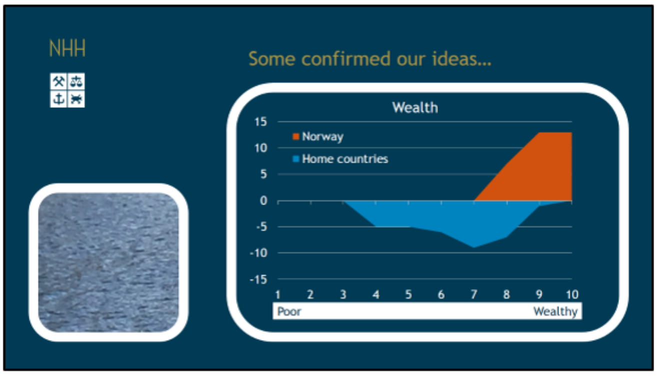
It is clear, for instance, that they see Norway as a country with gender equality.

We then spend time discussing how they formed this opinion. The discussion is first in groups, then the whole class.



I then point out that some answers were inconclusive. Here, it is not clear what the question is about.

Although this question has been inconclusive for all previous classes, I have kept it in. The reason: I want to show the students that I can make mistakes, and that there is room in this class to make mistakes.



We then discuss how it is possible to test the various responses, with this one as an example.

I then tell them that this is what they will be doing for their group project: Use the data we have collected, and discuss to which extent they can be tested and how they can be explained.

After some more presentation of results, I give the students the six topics that I want them to use for their group projects.

They will be making a poster presentation for a session where we also invite other students. The poster presentation gives them a possibility to explain their research in a 'free manner'.

Then I show them the results from a larger dataset, collected over all the semesters that I have had this course.

The results are very much going in the same direction as their own, but here the number of observations is larger.

We then discuss how they form opinions – about Norway and their home countries.

For the group work, the students form groups themselves. I encourage them to create groups 'across country borders.' I also invite all students that do not have a group to meet up with me in a corner of the room during the break, so that everyone has a group at the end of the session.

Later in the semester, we dedicate two sessions to group work. The students sit with the rest of their group. I walk around and discuss research questions, data, etc. with the various groups, while the rest work on their topics. They are also told that I have an 'open door'-policy, and will help whenever they have questions or want comments.

Towards the end of the semester, the students get the large carton sheet that they will use for their poster. They then have a lot of freedom in how they design the poster – some look 'academic conference'-style professional, while others have the charm of a high school-project. On a given date, published at the start of the semester, we have an 'open class', where the posters are presented. I invite some of my colleagues to this event, and the students are also encouraged to invite other students, that do not follow the course. The students take turn in standing next to their posters, presenting to and answering questions from other students.

[Return to teaching portfolio]

Appendix 3d. SAM21 – Assessment

In SAM21 the students hand in encyclopaedia entries, shorter 'homework' and essays, in addition to presenting their posters. They are given detailed feedback from me on all the material they produce. Consequently, I have a fairly good overview of the knowledge that they have acquired even before the exam, and whether they fulfil the criteria.

The exam in SAM21 is an oral exam of up to twenty minutes, partly after the format from SAM18, but without time for preparation. In order to foster intrinsic motivation, the evaluation is pass or fail. My idea was the students should not be encouraged to learn the encyclopaedia by heart in order to give a precise recital, but rather that they should take an interest in, and be fascinated by the country.[27]

The exam consists of up to four parts. First, the students are shown four questions within one of the three main themes, and can choose which one they want to talk about. Then, we discuss some of the encyclopaedia terms (they are presented with ten terms, and are asked to pick the two or three that have engaged/ surprised/ interested them the most). Towards the end, we might discuss the essay or the topic of the poster presentation.

I have worked so closely with the students in this course, that I know that if they have participated, they have most likely met the requirements with regard to the learning outcome. It is therefore very likely that the final assessment mainly becomes a formality – they only have to convince the external examiner that they are worthy of a pass. For many students this happens early on during the exam – and we tell them that we are in no doubt that they have fulfilled the requirements. That leaves us with a lot more freedom – we can talk in more general terms about Norway and their experiences here, they can give feedback on the various elements of the course, or they compare and contrast Norway with their home country, which I always learn a lot from.

I have considered dispensing with the oral exam in this course, and instead have a portfolio evaluation (still pass/ fail) of their material. However, the exam is usually a positive experience, both for the students and for me. In the discussion about whether an exam represents a type of learning (*læringsform*) or a type of evaluation (*vurderingsform*), the SAM21 oral exam often becomes both – it starts out as an evaluation, but it ends with learning, for the candidates as well as for the examiner.[28]

Return to teaching portfolio

[27] Of the 150 or so students that have followed the course so far, only one has been close to failing. Around ten per cent of the students ask to get a grade, as a pass or fail is not accepted by their home institution. We accept that, but the *format* of the exam is then stricter, as we need to be able to differentiate performances.
[28] https://khrono.no/er-eksamen-laering-eller-vurdering/554823 and https://khrono.no/hva-er-eksamen/555736

Appendix 4. Supervision – two examples from two ends of the spectrum

The fact that students have different needs when it comes to supervision, is evident from Figure 2. I have plotted all the e-mail 'interactions' that I have had with the students that I have supervised. On average there are around 40 interactions, but the span goes from 10 to 120

Figure 2. Number of e-mail interactions with students that I have supervised

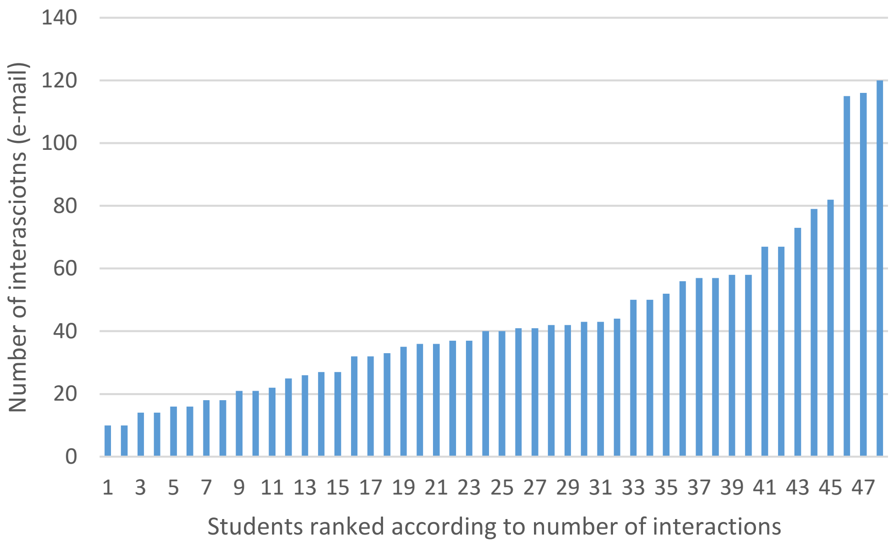


Figure 2 shows the vast array of interactions with students during supervision. The differing supervision needs of students can be exemplified by two examples from the opposite ends of the spectrum.

One student I supervised was given 'the talk' during the first session. He had already found a topic that interested him, and I suggested he draft an outline and a list of potential sources. The student returned after less than a week, with a very good project outline, which we discussed in detail. I knew him from class as a very capable student, and told him to get in touch when he needed help. After two months he returned with what was basically the first half of his thesis, and a less polished draft of the second half. I sent him detailed comments on the written material, he read those, and then we discussed the way forward for an hour or so. The next time I saw him was when he came with a finished thesis that he thought would be ready to be handed in. It was – the external examiner was in no doubt that this was an A thesis.

On another occasion I supervised a student who suffered from Chronic fatigue syndrome. Already when we had the first meeting, it became clear that the student's aim was to be able to hand in a thesis, get a low pass grade and thus graduate. After two inactive years, where the student was too ill to think about the thesis, we developed a system of 'baby steps', with frequent interaction. My contribution was encouragement, more than critical comments; a focus on well-being, rather than writing. Over a long period (five years in total), the student worked with the thesis, under close supervision. The end result was a thesis that was given the grade B, and a student whose academic confidence and ability to work had partly recovered. For me, this was the most time-consuming, but also by far the most rewarding, supervision experience.

The psychologist Paul Thomas Young distinguished between directing and energising behaviour in his book on motivation and emotion.[29] I might now be oversimplifying a grand theory in vast field of study, but I think there is a clear parallel to the supervision situation. For the first student, I functioned as a road sign; I indicated that he was on the right track, but his move from A to B was totally self-driven. For the second student, my role was that of 'the fuel', enabling the student to gradually move in the right direction.

I have similar experiences from PhD-supervision. For instance, one candidate needed help to find and formulate relevant research questions. We spent the majority of the time at the outset, with the research design, before the job was very competently done. Another candidate had so many research questions that he wanted to answer, and new ones kept cropping up during the writing process. My task primarily became to 'keep him in line', directing his efforts towards the question in hand and making sure that he did not 'disappear down rabbit holes'.

I have had some 'bad' supervision experiences. Situations where there was a misalignment between the students' needs and my perception of their needs. Situations where the students have been overambitious or too impatient, and I have been able to provide guidance, or make them see the value of my guidance. On two occasions, the students have given up, and not handed in their theses.[30]

Return to teaching portfolio

[29] Young (1961), quoted in Pittman (1998:549).
[30] One of these was a student who became too discouraged when I pointed out that large parts of the thesis was plagiarised, the other one withdrew for personal reasons.

Appendix 5. An Asian detour

This appendix has been redacted from the public version of my teaching portfolio.

Appendix 6a. Evidence of student learning – peer reviews

This appendix has been redacted from the public version of my teaching portfolio.

Appendix 6b. Evidence of student learning – course evaluations

I have always been very interested in the student evaluations. Together with the exam, and more informal interactions, it gives an important feedback on the effects of my teaching and learning efforts. I have always used the evaluations to get information about how the students view various aspects of the teaching, by adding specific questions. Below is the evaluation form given to students in HIS422– I have emphasised in red the questions that I added myself. In addition to information about the course *per se*, I wanted to see if there were differences in the evaluation based on the students' academic background – hence the last question.

EVALUERINGSSKJEMA HIS 422

Dette skjemaet er et verktøy for å sikre kvaliteten på undervisningen ved NHH. Undersøkelsen er anonym; du skal ikke skrive navnet ditt på skjemaet. Nedenfor finner du en rekke utsagn om kursene og foreleserne. Gi uttrykk for hvor enig eller uenig du er med hvert av utsagnene nedenfor ved å bruke følgende skala:

Helt UENIG - 3	UENIG - 2	Delvis UENIG - 1	Hverken/eller 0	Delvis ENIG 1	ENIG 2	Helt ENIG 3

KURSETS NAVN: HIS 422 – Emner i den internasjonale økonomi

KURSANSVARLIG: Stig Tenold

Vurdér kurset:

VURDERING AV KURS:	
Jeg har lært mye i dette kurset	
Jeg tror jeg vil ha stor nytte av dette kurset senere	
Kurset har gitt meg større interesse for dette faget	
Kursets tilnærming gjør det lite relevant i forhold til mine andre fag	
I forhold til andre kurs av samme størrelse har jeg lagt ned mye arbeid i dette kurset	
I forhold til mine forkunnskaper var kurset for vanskelig	
Semesteroppgaven var et nyttig og interessant moment	
VURDERING AV FORELESER:	
Forelesningene var godt strukturert	
Foreleseren var dyktig til å motivere	
Forelesningene burde vært lagt nærmere opp til pensum	
Jeg hadde stor nytte av notatene fra dette kurset	
Forelesningene la for stor vekt på tall og grafer	
VURDERING AV PENSUM:	
Landes sin bok var interessant og lærerik	
Det var feil å ha Landes sin bok på pensum siden den ikke er direkte eksamensrelevant	
Det var nyttig å arbeide grundig med en artikkel og presentere den i plenum	
Det var nyttig å høre andre presentere artikler fra pensum	
Artiklene hadde for stor spennvidde, og det var vanskelig å trekke ut det relevante	
Pensumet burde i større grad bestått av "rene" økonomiske bidrag	

Jeg har økonomisk historie valgfag fra før (sett ring rundt svaret) ja nei

My first evaluations were paper-based, handed out in class. Before I handed them on to the Head of Department, I would go through them, calculating the scores (initially there was no free-form feedback). The facsimile below is based on the course evaluations in 2001. Not only did I enter the data (from 55 students), I also compared this with previous semesters and other courses that I was teaching. At this time, the evaluations had one question which directly addressed student learning:

14								
15	Helt UENIG	UENIG	Delvis UENIG	Verken/eller	Delvis ENIG	ENIG	Helt ENIG	
16	-3	-2	-1	0	1	2	3	
17						1914-45	1750-1914	Vår
18	Jeg har lært mye i dette kurset					2,363636	2,0978261	2,304348
19	Jeg tror jeg vil ha stor nytte av dette kurset senere					1,745455	1,576087	1,782609
20	Kurset har gitt meg større interesse for dette faget					2,054545	1,8804348	2,26087
21	Jeg hadde stort utbytte av å lese pensumlitteratur					1	0,505618	1
22	Jeg har lagt ned mye arbeid i dette kurset					1,054545	0,1847826	0,391304
23	Supplerende tilbud til undervisningen gav meg mye					-0,27083	-0,1666667	0,23913
24	I forhold til mine forkunnskaper var kurset for vanskelig					-1,03636	-1,0543478	-1,82609
25	Forelesningene var godt strukturert					2,509091	2,4130435	2,543478
26	Foreleseren var dyktig til å motivere					2,290909	2,1630435	2,288889
27	Foreleseren var flink til å vise den praktiske nytten av teoriene					1,692308	1,6413043	1,630435
28	Jeg hadde stor nytte av notatene fra dette kurset					2,172727	2,0869565	2,282609
29	Foreleseren var dyktig til å forklare vanskelige emner					1,945455	2,1413043	1,891304
30								

Subsequently I would add other pieces of statistical analysis to my data. The evaluation of HIS422 from 2003, below, can illustrate some of the advantages of adding specific questions – the signals that the teacher gets about the specific elements of the course can be very useful.

2		Snitt	St.av.	Frekvens
3	Jeg har lært mye i dette kurset	2,636364	0,516398	3
4	Jeg tror jeg vil ha stor nytte av dette kurset senere	1,636364	0,843274	2
5	Kurset har gitt meg større interesse for dette faget	2,454545	0,699206	3
6	Kursets tilnærming gjør det lite relevant i forhold til mine andre fag	-0,9	1,269296	-1
7	I forhold til andre kurs av samme størrelse har jeg lagt ned mye arbeid i dette kurs	1	1,100505	0
8	I forhold til mine forkunnskaper var kurset for vanskelig	-0,09091	0,316228	0
9	Semesteroppgaven var et nyttig og interessant moment	1,363636	1,418136	2
10	VURDERING AV FORELESER:			
11	Forelesningene var godt strukturert	2,636364	0,699206	3
12	Foreleseren var dyktig til å motivere	2,636364	0,516398	3
13	Forelesningene burde vært lagt nærmere opp til pensum	-0,54545	1,264911	0
14	Jeg hadde stor nytte av notatene fra dette kurset	1,681818	1,375379	2
15	Forelesningene la for stor vekt på tall og grafer	-1,36364	0,823273	-2
16	VURDERING AV PENSUM:			
17	Landes sin bok var interessant og lærerik	2	0,471405	2
18	Det var nyttig å arbeide grundig med en artikkel og presentere den i plenum	1,454545	0,966092	2
19	Det var nyttig å høre andre presentere artikler fra pensum	0,909091	1,100505	1
20	Artiklene hadde for stor spennvidde, og det var vanskelig å trekke ut det relevante	0	1,37032	1
21	Pensumet burde i større grad bestått av "rene" økonomiske bidrag	-1,54545	1,269296	-2

The flip side of the students' evaluation is the instructor's report. I have included two course reports from INB428 – from 2005 and 2011. The purpose and format of these reports have been unclear, and unfortunately I have therefore at times treated the reporting as an unecessary bureaucratic procedure. The examples below show that some of the challenges in the course remain, and also that the report has a dual role as a means of communicating with the student administration (about the timing of the exam).

Kursrapport - kursansvarliges kommentarer

Kurs: INB 428 – Topics in international economic history Semester, år: Vår, 2005

Institutt: Samfunnsøkonomi

Kursansvarlig: Stig Tenold

Andre faglærere: Gjesteforelesning ved Harm Schröter, UiB

Form for underveisevaluering

Studentpanel, jevnlige samtaler med studentene og oppnevnt representant

Hovedtendenser i henhold til studentevaluering av kurset (sluttevaluering og underveisevaluering):

Ser ut som om studentene er meget godt fornøyd, både med kursets innhold og foreleser. Spesielt er de egendefinerte tilbakemeldingene tilnærmet overstrømmende.....

Kursansvarliges vurdering av kurset:

Dette er et nytt kurs, kombinert av to tidligere kurs (HAS og MIB). Sammensetningen av studentene var ca. 50/50 utvekslingsstudenter og NHH-studenter, og dette fungerte meget bra.

Personlig synes kursansvarlig at dette kurset er en optimal gruppe når det gjelder antall, og det har vært en overraskende stor deltakelse av studentene i undervisningen (både i antall og når det gjelder diskusjoner).

For min del har det fungert som ukens 'kosetime', uten at jeg tror studentene har lidd læringsmessig.

Annet:

Kun to tredjedeler av de som hadde tilgang til undersøkelsen gjennomførte kurset, så svarprosenten er høyere enn det tallene skulle tilsi.

Forslag til endringer:

Bør fortsatt vurdere om semesteroppgave skal telle på den endelige karakteren. Dette bør gjøres dersom det ikke blir for mye byråkrati involvert.

Sendes instituttet.
Vedlegg: Rapport fra It's Learning eller annen rapport om evalueringsresultatene.

English

Course report – comments from the teacher

Course: INB 428

Semester: Spring Year:2011	The course is part of the following program / master profile:	
	Bachelor program	Master profile
Department: Economics	OBL ☐ VOA ☐ VFG ☐	BUS INB x CEMS ☐ MIE ☐ ECO ☐ STR ☐ SAM ☐ ENE ☐ FIE ☐ ☐
Lecturer responsible for the course: Stig Tenold		
Other lecturers: Two guest lectures: Bjørn Basberg and Camilla Brautaset		

Form for evaluation during the course:
Frequent discussion and interaction with the students, election of a student representative for "half-term evaluation" in the middle of the course. In addition to the its learning-feedback, the students had a session with the elected representative, the gist of which was communicated to me afterwards.

Notable themes in student evaluations of the course (final and mid-term):
Students seem to be satisfied, and the evaluation is along the lines of previous years. Again, some students would like to let the term paper count towards their final grade. This is difficult from a practical point of view.
The number of students is relatively constant.

To what degree is "it's: learning" being used in the course? (Explain): All lecture notes are published via its learning 1-3 days before the lecture. Messages are sent via its learning, and the handing in of the term paper is via its learning. All term papers and student presentations are also published on its learning. Substantial responses to term papers is given in writing, on the term papers.

Evaluation of the course by the lecturer responsible for the course:

The students appear to be satisfied with the course and the lecturer, and the evaluation scores are quite high.

One problem – which I also tried to address last year – is the timing of the exam; there are several students who have followed the course, but are unable to take the exam due to other commitments (and – yes – I know the semester in principle lasts until mid-June, and it's the students' responsibility tio be here).

Changes/future plans for the course:

The curriculum was changed before last semester, and this still seems to work well. I am considering including some more "tasks" between the lectures; this was done a handful of times this year, but could be done for every lecture.

Attachments: Two reports from it's learning: "Show result normal" and "Show summary in excel"

Today, I actively seek out an assessment of the course through the use of specified open-ended questions. The questions below are from recent evaluations in SAM21 and SAM18. The SAM21 questions are the 'regular' ones, while those for SAM18 are specific questions that I wanted to ask the students.

SAM21, Spring 2020:

Open Ended Feedback

What worked best in the course?

Comments
This professor is just awesome.
The course was great! I was looking forward to attending the course every time. Stig is a great professor who infects the students with his passion. The course was very important for us internationals. We could learn a lot about Norway and the people here. Thank you for having this course! It is a real enrichment!
The enthousiasm of Stig, his passion for what he is teaching The content of the class that is 100% corresponding to what we want to learn during an exchange semester in a foreign country The newsletter at the beggining of sometimes class that enabled us to know what is happening in Norway because sometimes I feel I am in a bubble given that we do not undertand Norwegian news and cannot follow the events
Intensity of the course so as in class interaction. Well–organised, comprehensive, I have learnt the most I could about Norway in a pretty short time period. Overall the idea and the timeline of the course is well done and with added value!
Perfect course at all. Great teacher, entertaining lectures, very interactive.

How can the course be improved?

Comments
Stig could have invented a cure for Covid19 :)
/
More news because I like it !! Maybe asking a student to talk for 5 min about a recent Norwegian news at the beginning of every class.

What could you as a student do differently to improve your learning in this subject?

Comments
/
Learning more regularly Talking more with Norwegians students to understand what cannot be taught in class i.e. what is the opinion of Norwegians about petrol drilling and its impact, about their monarchy and the royal family, how do they practice their religion, why did they vote for the conservative party during last elections, and so on (the goal being to have a more personal approach, and thus to understand better the opinion of people) Reading more articles

SAM18, Autumn 2020:

How do you think that the many hand-ins (short and long) and the main textbook (Stopford) contributed to your learning experience?

Comments
Bidro en del, fikk mye innsikter og lærte meg å bli mer selvstendig. På den andre siden brakte det med seg en del stress og var svært tidkrevende med mye oppgaver. Likte boka
Jeg tror de er veldig viktige for læringsopplevelsen. Dette fordi det gjør at du må henge med i kurset, og du blir også 'tvunget' til å reflektere over det faget tar for seg. Selv om det til tider kan være stress med disse innleveringene, skulle jeg egentlig ønske at flere fag hadde dette opplegget.
Eg har ikkje brukt Stopford, men trur at mange innleveringar har vore positivt for å aktivt reflektere kring det eg lærer, og at det ikkje berre blir pugg og gløym etter at kurset er over. Som nemnt over trur eg det kunne vore greit å ha litt færre men større innleveringar, at ein til dømes har fem long hand ins i staden for seks short og to long, i tillegg til term paper.
The hand–ins helped to understand what we learned in the lectures better, and made me work more constant throughout the semester. The textbook provided models and a deeper explanation of the models used, it was useful when you was unsure about something.
Jeg mener at innleveringsoppgavene, særlig long hand ins

What do you think about the balance between maritime economics and maritime history in this course?

Comments
Den var fin, Stig gjorde det bra her
Jeg syns den var godt balansert. Selv om jeg nok foretrekker delen som handler om maritim økonomi litt mer, forstår jeg også hvorfor historie–delen er viktig for forståelsen av shipping.
Eg synes balansen har vore grei.
I think it worked well, maybe divide the 500 years of shipping lecture into two lectures. Also it might be better to elaborate and structure the financials in a shipping company better.
Helt flott. Fin balanse. Det er viktig å kunne litt om historien for å skjønne hvordan økonomien fungerer. Det var god balanse i gjennomgangen av begge delene.

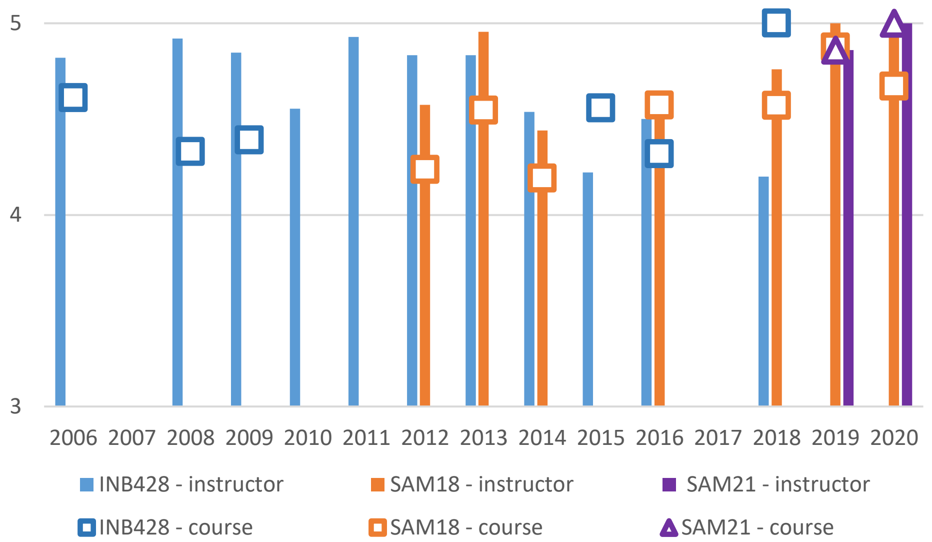
Below is one question from the SAM18-evaluation that directly addresses students' perception of their own learning. This question has been phrased in this specific manner, because I wanted to gauge the learning of students with different backgrounds – did I manage to teach both students who were new to shipping and those with experience, or was it too basic or too difficult? The number of answers is small, but the trend in the answers is encouraging.

How would you rate your knowledge about maritime topics before the started (non-existent, low, medium, high, very high), and how would you rate what you have learnt during these two-three months (very little, little, something, much, very much)?

Comments
svært lav —> noe. Er fornøyd med det jeg har lært, men vet at det er mye igjen å lære om maritimt i andre maritime fag.
Jeg vil rangere kunnskapene mine om maritime temaer som middels. Jeg føler jeg har lært mye de siste månedene i dette faget – både mer om det jeg visste litt om fra før og om ting jeg ikke var klar over i det hele tatt.
Kunnskapen før kurset var middels, og eg har lært veldig mykje av kurset.
Before: non–existent to low What i have learnt: Very much
Før jeg tok SAM18 kunne jeg nærmest ingening om maritime temaer ... Stig Tenold har lært meg utrolig mye, og jeg er meget takknemlig for god oppfølging. I løpet av kort tid har jeg lært mye om indusrien. I forhold til kunnskapen min før kurset vil jeg rangere kunnskapen min i dag som veldig høy.

I have included a summary of my course evaluations in Figure 3. Unfortunately, due to changes in the reporting regime I do not have full information about all my courses. I have also had to 'interpret' the results. Broadly, the chart shows two types of results. The columns show the scores that I got as a lecturer. Specifically, these are questions such as 'Stig Tenold presented the curriculum in an adequate way' or 'Instructor presentation of curriculum'. The markers show the corresponding evaluation of the course, and includes questions such as 'Overall, how satisfied are you with this course' and 'I believe the content of this course has been useful and relevant to my degree'. The number of replies varies from five to 57, representing from 20 to 64 per cent of the students. The scale is 1—5 (but only showing 3—5 in the table).

Figure 3. Scores for lecturer and courses[31]



[31] Missing data are due to changes in the manner in which course evaluation data were collected, and sabbaticals.

There are weaknesses with student evaluations, for instance with regard to the response rate. In addition, students might misunderstand questions or simply put the cross or circle in a different point on the scale from what they intended.[32] The following facsimile from my INB428 course report in 2010 might illustrate this:

> One student gives the lowest possible score to the course and the lecturer. Given that his/ her comment is "This is the best course I have been to at NHH, and Stig should have credit for that.", it is not unlikely that he or she has ticked the wrong category. The alternative interpretation is that NHH has a major problem.

The score given by the students is an easy-to-compare, but somewhat simplistic, measure of how they view the course. I am much more interested in their open-ended answers, and I always encourage the students to answer these. This is partly because it provides a better fundament for adapting the course in the future, partly because they are interesting to read. Below are the comments from INB428 from 2013. These gave me a new idea for the subsequent year: I presented the 'What could you have done differently to improve your own learning'-answers for the new students in the very first lecture. As seven out of nine students emphasised that they should have read more, I expected a positive effect. However, the subsequent year, the proportion of students that read 'too little', according to their own evaluation, was almost the same…

[32] The two low instructor scores in INB428 – 2015 and 2018 – both reflected a limited number of replies and students whose numerical score (1) greatly differed from the written assessment of the course.

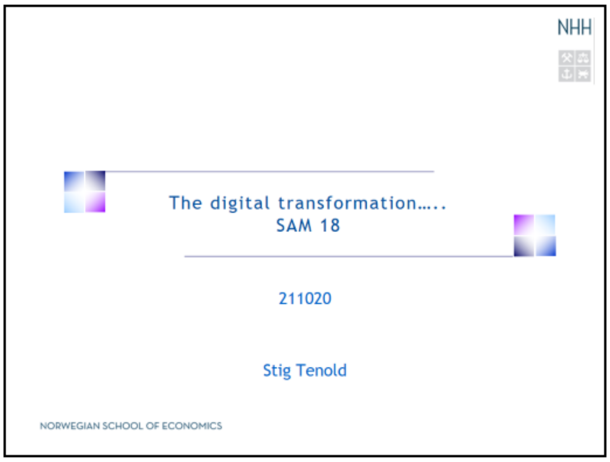
Explain briefly what worked best in this course and should be continued in the future:	What could you have done differently to improve your own learning in this course?	What do you think could be done differently to improve this course? (readings, organization, projects, etc.)
The lecturer was very energetic and motivating. It was good that we got to choose the topics for our term paper ourselves, and good that we had to present them.	I could, and probably should, have read the literature.	Come up with some incentive for undisciplined students to read the literature throughout the semester.
Term paper, homework and the lectures	Be a bit more prepared for the lectures	Nothing, it was a really interesting course.
Stig's lectures don't cover the readings and thats the way it should be. I enjoyed the Landes book and most of the assigned papers were also lovely. The paper and project made this course!	Whenever you have a course where you covering a lot of ground (time-wise or material-wise or both) you have to be willing to pick out what your interested and delve a little deeper even if its not part of the syllabus... If I took this course again, that is what i would do.	An inclusion of the development of economic thought during the time periods we study would only compliment an already robust and refreshing course at NHH. As an American I am used to more class participation and wouldn't mind seeing some formal/informal discussions/debates throughout the semester to foster this kind of environment.
The interactivityof the course, TP that had to be done within the semester and especially all the lectures given by the Prof. He knows a lot and tries to transfer his knowledge to students and he does in especially good and interesting ways. It is one of the best lecturers in my life	As always I would improve myself in studying more, which is though through my laziness very hard.	Maybe to little bit increa\se the difficulty of the course, but tough to judge before the exam, hva?
Very good and interesting lectures		
Good view of economic history from an international perspective, even if at times, it seemed a little overly Euro-centric or Western-centric. For example, some times, it seemed like the class was okay with using Western values to appraise non-Western economies.	Read more.	Perhaps some short quizzes or assignments could have been given to help solidify concepts or facts learnt in class. These can be graded or not graded.
Stig is the best teacher I´ve ever taken courses at NHH with! Even though history is a rather boring area, Stig made it very interesting, engaging, exciting. I am 100% satisfied with the course! I learnt a lot and I just loved the structure, the content, our assignment, presentations, discussions.	Start reading articles from the first lecture. Go through presentations after each lecture.	I don´t know if it is good or bad to make assignment graded, but it will definitely make people more motivated to work in a group and do their part of work. Even though I had no problems with my group, I think we all would have been more motivated about the term paper if it was 40% of the grade.
Quite simply put, Stig is one of, if not the best, lecturer at NHH. This class was one I personally looked forward to every week and I left each class feeling like I had actually learnt something. The topics were interesting, thoughtful examples were given, and the presentation of all concepts was excellent. My only suggestion would be that perhaps other lecturers could attend a course or two, in order to learn how to be engaging. Excellent class all round.	Kept up better with readings.	Absolutely nothing, barring perhaps the 8:15 start on a Thursday.
Great speaker, wide breadth of knowledge	Done more reading	The scope of the course is so large, so we got a basic understanding of most economies, but no expertise on any countries. The professor seems to think Hong Kong is a country, which it is not. It is a Special Autonomous Region of The People's Republic of China.
- Stig Tenold showed great enthusiasm and interest in what he talked to us about, that was contagious and made me engage in the topic - the paper was a lot of work but it was very interesting to delve deeper into the economic history of a certain country, and it deepened the understanding of how rich and poor countries come about	- probably read the texts and literature when they were due - engage a bit more in the plotting of graphs for all the GDP data with excel (for the paper)	
teacher was open for discussion and questions the materials were good	read every articles proposed by the teacher	it should stay the way it is

Return to teaching portfolio

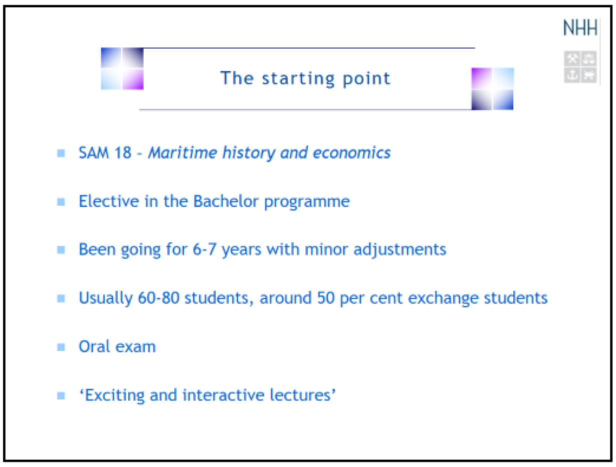
Return to presentation of INB428 in Appendix 1A

Appendix 7. Dissemination – the digital transformation, presentation to department

In connection with the transfer to a new teaching and learning regime as a result of the COVID-restrictions, pedagogical questions received a lot of attention. Some seminars dealt with new technology, other with more explorative teaching and learning aspects. Among my contributions was a presentation that I gave to my colleagues at the Department of Economics during one of the few meetings *in person* that we had in 2020. Three 'Best practice'-courses were presented, and I have enclosed my slides, with some comments on the side.



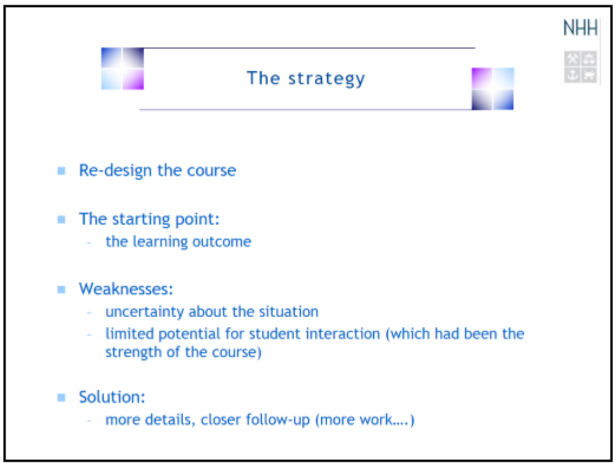
This is a presentation that I gave on a meeting of the Department of Economics. The topic was the challenges of transforming courses to the new digital format in the autumn semester 2020.



The starting point was a presentation of the course. Here, I explained the history and why we have chosen an oral exam. I also referred to the 'exciting and interactive lectures', as this was the reason this course was given an award by the students the previous year. This element would be particularly difficult to replicate in a digital setting, and in particular it would be more difficult to plan when the format of the interaction was unknown.

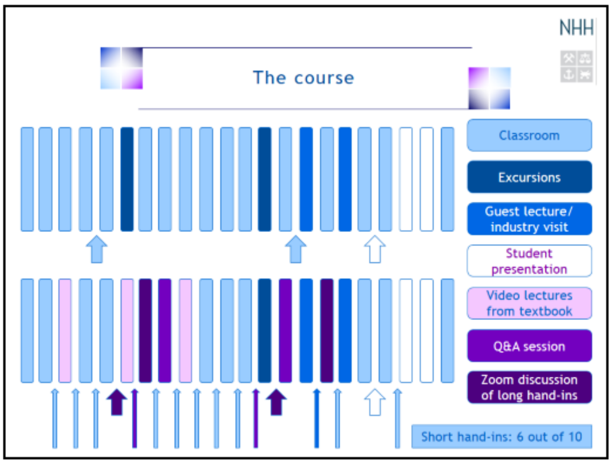
To explain what I did, I showed this picture of the ship Besseggen (and told my colleagues that all good lectures should have at least one picture of a ship…).

Besseggen was relevant, because of the way the ship was designed. It was the world's first open hatch bulk carrier (I have written books and articles about this shipping segment). Besseggen was designed 'inside out'. Usually, the naval architects design a ship, then wonder how to best fill it with cargo.



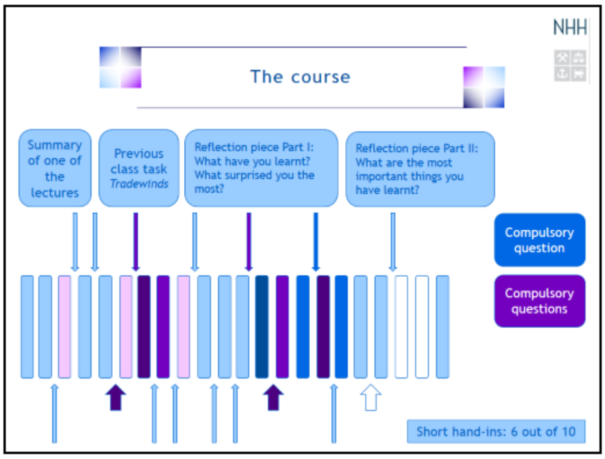
With Besseggen, the naval architects looked at the properties of the cargo (wood products, pulp and paper), asking ‘What would be the best way to transport and handle this cargo?’ They then designed a ship ‘around’ the cargo, with special holds, hatches and cranes.

This is what I did with SAM18. Given the new situation, I re-designed the course. I looked at the learning outcome, then designed a course that I thought would enable the students to attain this outcome – given the uncertainty and the limits on interaction.



I showed my colleagues a graphic presentation of how the course had been (top), with bars representing activities and arrows representing tasks (hand-ins and student presentation).

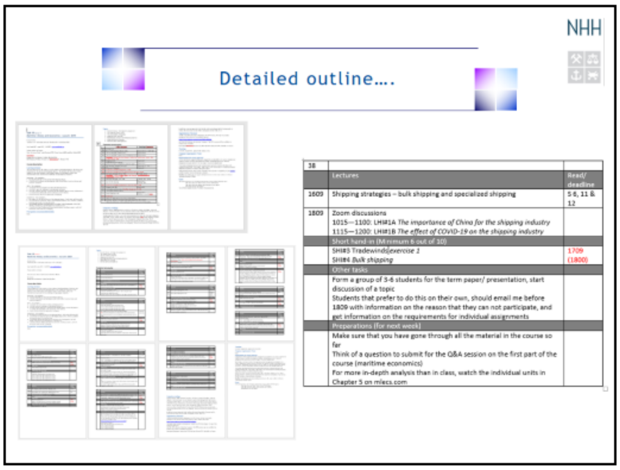
The re-designed course (bottom) included new elements; video lectures, two Q&A sessions (as follow up to videos), Zoom discussions following hand-ins. There was also a new element: students had to hand in at least six, out of a potential ten, shorter texts.



This slide illustrates some of the ‘shorter’ tasks, with examples of the tasks.

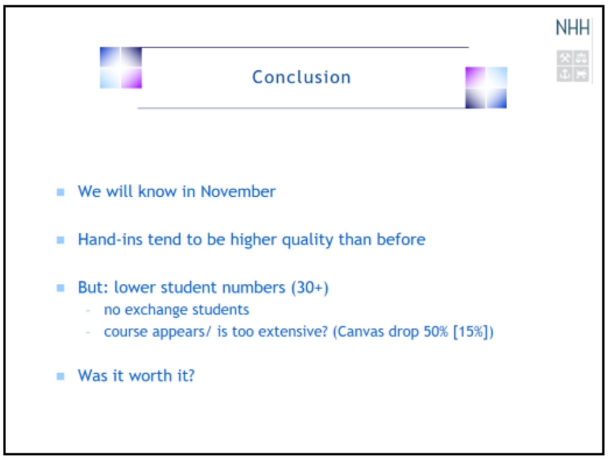
It also shows two new compulsory tasks:

- The students had to submit questions to the Q&A-session (either based on the material so far, or other ‘maritime’ questions they had.
- The ‘guest lecture’ by an industry insider, was replaced by an interview/ Q&A session, and the students had to submit questions for this.



I also showed the detailed new outline that I had, with an example from one of the weeks (see also Appendix 9).

At this stage I had realised that this outline was too specific, too controlling (hence the three dots […] in the heading). It was shown as an example of how things may go too far, and I warned against such a level of detail in the meeting.



I was hesitant to conclude about the 'success' of the re-design before the exam in November. However, I drew some conclusions regarding the quality of the hand-ins. I also noted that the detailed outline might have scared students off – there was a decline in student numbers, and a larger than usual drop in students relative to the Canvas registration.

As for the last question, I did not know in October. Now I know more – see Appendix 2b.

Return to teaching portfolio

Final illustration: Three course plans from three different eras

I have included three course plans from three different periods to show how the focus on student learning can be seen in practice. These show the difference in the manner in which the initial communications with the students have taken place. The first one is from 1999. The amount of information about the course only deals with practical aspects.

INTERNASJONAL ØKONOMISK HISTORIE 1750-1914 – FØRSTE SEMESTER
ONSDAG 1415-1600 – AUDITORIUM D

FORELESERE: CAMILLA BRAUTASET (CB)
OLA H. GRYTTEN (OHG)
HARM G. SCHRÖTER (HS)
STIG TENOLD (ST)

PENSUM/ LITTERATUR:

- M.G. Blackford (B): *The Rise of Modern Business in Great Britain, The United States and Japan*, University of North Carolina Press (Chapel Hill/ London, 1998)
- A.G. Kenwood & A.L. Lougheed (K&L): *The Growth of the International Economy 1820-1990. An Introductory Text*, Routledge (London, 1992)
- D.H. Aldcroft & S.P. Ville (A&V): *The European Economy 1750-1914*, Manchester University Press (Manchester, 1994)
- G. Thompson (ed.) (T): *Markets (The United States in the Twentieth Century)*, Hodder & Stoughton (London, 1994)
- L. Fischer & H.W. Nordvik (F&N): "Maritime Transport and the Integration of the North Atlantic Economy" (Wiesbaden, 1994)

DATO	PENSUM	TEMA/ FORELESER
20.01	K&L 1/ A&V 1/ C&D 7	INTERNASJONAL ØKONOMI 1750-1914 – EN INTRODUKSJON (ST)
27.01	K&L 4-5/ A&V 7/ B 1	FRA MERKANTILISME TIL FRIHANDEL (ST)
03.02	K&L 8/ B 2&4/ A&V 5	DEN FØRSTE INDUSTRIELLE REVOLUSJON – INDUSTRIALISERING I STORBRITANNIA (ST)
10.02	A&V 3	JORDBRUKET OG PRIMÆRNÆRINGENES ROLLE I VEKSTPROSESSEN (CB)
17.02	A&V 2&9/ K&L 3	BEFOLKNINGSUTVIKLING OG MIGRASJON (ST)
24.02	K&L 2 & 6-7	FREMVEKSTEN AV ET INTERNASJONALT BETALINGSSYSTEM (OHG)
03.03	K&L 1-3/ A&V 2 & 8-9	KAPITAL EKSPORT/ IMPORT OG DET INTERNASJONALE KAPITALMARKED (OHG)
10.03	A&V 5-6/ F&N	JERNBANE, SKIPSFART OG KOMMUNIKASJONER (ST)
17.03	K&L 8/ C&D 1&5 B 2-3/ T 5	DEN ANDRE INDUSTRIELLE REVOLUSJON: NORD-AMERIKA & JAPAN (ST)
24.03	A&V 4-5/ K&L 8 C&D 3-4/ B 3-5	DEN ANDRE INDUSTRIELLE REVOLUSJON: INDUSTRIALISERING PÅ KONTINENTET (HS)
	K&L 10/ A&V 1	UTVIKLINGSLINJER OG KONJUNKTURER I INTERNASJONAL ØKONOMI 1750-1914 (ST)

KURSANSVARLIG: STIG TENOLD, TELEFON 573

There is no information about learning outcomes or assessment here. The latter element is not surprising: according to the course structure, these students would have another two semesters of teaching before their exam. After 18 months of teaching, with six courses like this one, the students were evaluated based on two five-hour essays.

The second course plan is from the spring of 2016. This was the first year that I had sole responsibility for SAM18. By then, the students knew from the start what was expected and how they would be assessed.

Version 1.0

SAM 18
Maritime History and Economics - Spring 2016

Lecture times
Wednesday 14:15-17:00 and Friday 12:15-14:00, Room: Auditorium 24

Stig Tenold (**ST**), room D221, Tel 59573, stig.tenold@nhh.no

Course website in it's learning.
Guest lecturers: René Taudal Poulsen **(RTP)**, Roar Ådland (**RÅ**) and Bjørn Sjaastad **(BS)**

Industry visits: DNB Shipping, Offshore & Logistics, Solheimsgaten 7c, Bergen, host: Thomas Nordahl **(TN)**

Course description

Learning outcomes:

The main objective of the course is to give students a broad knowledge of the history and mechanisms of the international shipping industry. This includes the importance of the industry in the world economy, the economic aspects of the industry, policy and environmental issues and the main challenges facing shipping companies.

Knowledge - The candidate...

- has broad knowledge of the international shipping industry
- is familiar with research and development work in the fields of maritime history and maritime economics

Skills - The candidate...

- can present the main markets for ships and shipping services
- can reflect upon the challenges facing shipping companies
- can find, evaluate and refer to information and scholarly subject matter and present it in a manner that sheds light on the mechanisms of this industry
- masters relevant theoretical approaches to shipping

Competence - The candidate...

- has insight into the driving forces in the shipping industry - both today and historically
- can communicate important aspects of the shipping industry (facts, theories, problems and solutions), both in writing and orally
- can exchange opinions and experiences with others with a background in the field, thereby contributing to the development of good practice
- is familiar with new thinking and innovation processes, including economic, political and ethical issues relevant to shipping

Prerequisites (recommended/needed):

None

Topics:

- Maritime history - the long-term perspective
- The shipping industry today
- Shipping costs and revenues
- The four markets of shipping
- Shipping cycles
- Bulk shipping
- Specialised shipping segments
- Shipbuilding and scrapping
- Maritime policy and regulation
- Shipping risks

Tentative lecture plan

		Topic (lecturer)	Readings/Comments
1301	1	Introduction (ST)	
1501	2	The shipping industry today (ST)	Stopford 2 & 14
2001	3	500 years of shipping (ST)	Stopford 1
2201	4	The four shipping markets (ST)	Stopford 4-5
2701	5	Shipping cycles, shipbuilding and scrapping (ST)	Stopford 3 & 15
No lecture 2901 - spend time on assignment 1			
0302	6	Norwegian shipping (ST)	Tenold (2012)
0302	Deadline Assignment 1		
0502	7	Bulk shipping/ shipping strategies (ST)	Stopford 9, 10 & 11
1002	8	Specialized shipping segments (ST) Feedback Assignment 1	Stopford 12
1202	9	Shipping risks (RÅ)	Stopford 8
No lecture 1702 - spend time on assignment 2			
1902	No lecture 1902 - Deadline Assignment 2		
2402	10	Practical work lecture (ST) Feedback Assignment 2	Articles from Tradewinds
2602	No lecture 2602		
0203	12	Green shipping (RTP)	Stopford 16 & Poulsen, Lister & Ponte
0403	13	Visit to DnB Shipipng - details on it's learning. Note: registration is necessary	
No lecture 0903 - spend time on assignment 3 and the term paper			
1103	No lecture 1103 - Deadline Assignment 3		
1603	15	Industrial shipping and commodity shipping (BS) Feedback Assignment 3	
Long Easter break: 1803 and weeks 12 & 13 - go skiing and spend time on the term paper			
0104	Deadline Term paper		
0604	16	Student Term Paper Presentation	
0804	17	Student Term Paper Presentation	
1504	18	Summary	
TBA		Oral exam	

*TBA - to be announced

Required readings:

Stopford, Martin (2009) *Maritime Economics*, 3rd edition, London, Routledge (selected chapters - see lecture plan)

Tenold, Stig (2012) "Boom, crisis and internationalised revitalisation: Norwegian shipping 1960-2008" in Stig Tenold, Martin Jes Iversen & Even Lange (eds.) *Global Shipping in Small Nations - Nordic Experiences after 1960*, Basingstoke: Palgrave Macmillan, 26-60. Available via it's learning.

Jane Lister, Rene Taudal Poulsen & Stefano Ponte (2015) "Orchestrating transnational environmental governance in maritime shipping," *Global Environmental Change* 34 (2015), 184-195.

In addition, material provided in lectures and via it's learning (lecture notes, lecture slides, newspaper articles, etc.) and the term papers are required reading.

Supplementary literature:

Platou (2015) *Platou Report*, Oslo, R.S.Platou and articles from *Tradewinds*. Available online or via it's learning

Teaching:

Lectures, assignments, group work, industry visits

Computer requirements / Tools:

None

Requirements for course approval:

Two (of the three) assignments passed

Term paper and group presentation accepted

Assignments are handed in via it's learning. Explanation found in it's learning; maximum one page per student.

Term paper: 1500 words ± 10%; 2-4 members per group

Group presentation in class either 06 April or 08 April.

Deadline for loading up term paper and presentation to the course website in it's learning **Friday 1st April 16:00.**

Exam:

The oral exam consists of up to three different parts

Discussion of the term paper
One topic that you choose from a list of 15-20 topics
One topic that you "draw" from the same list of topics

I have also included the most recent plan for this course, autumn 2020 (for space reasons, the middle part of the plan is shown as a facsimile). This outline was heavily influenced by the COVID-challenge. We were unlikely to meet in a class setting and the bank excursion was cancelled even before the course began. My fear was that the students would react negatively to the isolated learning situation. I therefore made a detailed schedule, and increased the number of hand-ins with feedback to improve the interaction between me and the students . In hindsight, this scheme, and the level of detail, was too comprehensive. It might have helped some students. However, others might have felt their 'freedom' to work as they wanted taken away.

SAM 18 Version 1.1
Maritime History and Economics – Autumn 2020

Lecture times
Wednesday 08:15-10:00 (LAB1) and Friday 10:15-12:00 (LAB1)

Stig Tenold (**ST**), room D221, Tel 59573, stig.tenold@nhh.no

Course website in Canvas.

Guest lecturers: René Taudal Poulsen, Bård Gram Økland

Excursions:
Bergen Maritime Museum, Haakon Sheteligs Plass

Course description

Learning outcomes:

The main objective of the course is to give students a broad knowledge of the history and mechanisms of the international shipping industry. This includes the importance of the industry in the world economy, the economic aspects of the industry, policy and environmental issues and the main challenges facing shipping companies.

Knowledge - The candidate…

- has broad knowledge of the international shipping industry
- is familiar with research and development work in the fields of maritime history and maritime economics

Skills - The candidate…

- can present the main markets for ships and shipping services
- can reflect upon the challenges facing shipping companies
- can find, evaluate and refer to information and scholarly subject matter and present it in a manner that sheds light on the mechanisms of this industry
- masters relevant theoretical approaches to shipping

Competence - The candidate…

- has insight into the driving forces in the shipping industry – both today and historically
- can communicate important aspects of the shipping industry (facts, theories, problems and solutions), both in writing and orally
- can exchange opinions and experiences with others with a background in the field, thereby contributing to the development of good practice
- is familiar with new thinking and innovation processes, including economic, political and ethical issues relevant to shipping

Prerequisites (recommended/needed):

None

Topics:

- Maritime history - the long-term perspective
- The shipping industry today
- The four markets of shipping
- Shipping cycles and risks
- Bulk shipping and specialised shipping segments
- Shipbuilding and scrapping
- Maritime policy and regulation

Tentative lecture plan

34		
	Lectures	Read/ deadline
1908 LAB1	Introduction (group A)	
2108 LAB1	Introduction (group B)	
	Short hand-in (Minimum 6 out of 10)	
	None	
	Other tasks	
	Those who did not attend the lectures should send in presentation of themselves (see Canvas)	2108 (1000)
	Preparations (for next week)	
	Read Stopford Chapters 2 & 14 Look at the UNCTAD report in Canvas – this is not part of your curriculum, but will be very useful Register at mlecs.com and check that you are able to watch the videos	

35		
	Lectures	Read/ deadline
2608	No lecture at the NHH Watch the following videos from mlecs.com: Unit 2.1 (Video intro [22] and slide lecture [19]) Unit 2.2 (Video intro [33] and slide lecture [19]) Unit 2.3 (Video intro [24] and slide lecture [20])	
2808 LAB1	The shipping industry today and the SAM18 toolbox. All students should prepare a question based on the material in the mlecs-lectures (Units 2.1 to 2.3), submitted via Canvas before 1800 on 2708	S 2 & 14 [UNCTAD]
	Short hand-in (Minimum 6 out of 10)	
	SHI#1 *Why is shipping important?*	2708 (1800)
	Other tasks	
	Start thinking about Long hand-in #1. Topics (choose one) LHI#1A *The importance of China for the shipping industry* LHI#1B *The effects of COVID-19 on the shipping industry*	
	Preparations (for next week)	
	Read Stopford Chapter 5 Look at the shipping terms (file in Canvas) Watch the introductory lecture to MLU5.1 (Video intro, 22 minutes) on mlecs.com	

36		
	Lectures	Read/ deadline
0209	No regular lecture Zoom discussion of SHI#1 at 0915-1000.	
0409 LAB1	*The four markets* and the other Stopford models	S 5
	Short hand-in (Minimum 6 out of 10)	
	SHI#2 *Summarize one of the mlecs units (2.1, 2.2 or 2.3)*	0309 (1800)
	Other tasks	
	Start writing Long hand-in #1.	
	Preparations (for next week)	
	Stopford 3, 4 & 15 Watch the following videos from mlecs.com: Unit 4.1 (Video intro [5] and slide lecture [19]) Unit 4.2 (Video intro [6] and slide lecture [18]) Unit 4.3 (Video intro [9] and slide lecture [18]) Unit 4.4 (Video intro [7] and slide lecture [23])	

37		
	Lectures	Read/ deadline
0909 LAB1	The shipping market model and shipping cycles	S 3 & 4
1109 LAB1	Newbuilding and scrapping, the shipbuilding industry Information about term paper/ presentations	S 15
	Short hand-in (Minimum 6 out of 10)	
	None	
	Other tasks	
	Hand in Long hand-in 1: LHI#1A *The importance of China for the shipping industry* LHI#1B *The effects of COVID-19 on the shipping industry*	1209 (1800)
	Preparations (for next week)	
	Read Stopford 6, 11 and 12	

38		
	Lectures	Read/ deadline
1609	Shipping strategies – bulk shipping and specialized shipping	S 6, 11 & 12
1809	Zoom discussions 1015—1100: LHI#1A *The importance of China for the shipping industry* 1115—1200: LHI#1B *The effect of COVID-19 on the shipping industry*	
	Short hand-in (Minimum 6 out of 10)	
	SHI#3 Tradewinds *exercise 1* SHI#4 *Bulk shipping*	1709 (1800)
	Other tasks	
	Form a group of 3-6 students for the term paper/ presentation, start discussion of a topic Students that prefer to do this on their own, should email me before 1809 with information on the reason that they can not participate, and get information on the requirements for individual assignments	
	Preparations (for next week)	
	Make sure that you have gone through all the material in the course so far Think of a question to submit for the Q&A session on the first part of the course (maritime economics) For more in-depth analysis than in class, watch the individual units in Chapter 5 on mlecs.com	

39		
	Lectures	Read/ deadline
2309	No new lecture – repeat previous NHH and mlecs-lectures on your own	
2509	Zoom Q&A session – all students should prepare at least one question (clarification, exploration) from the first part of the course	2309 (1800)
	Short hand-in (Minimum 6 out of 10)	
	SHI#5 *Write a reflection piece on the first part of the course – what have you learned? What surprised you the most?*	2409 (1800)
	Other tasks	
	Prepare a question for the Zoom Q&A session Start preparing for Long hand-in #2. Topics (choose one) LHI#2A *How do shipping companies make money?* LHI#2B *The regulation of shipping*	
	Preparations (for next week)	
	Sign up for the museum excursion next week, if you want to attend. Please note that you have to follow prescribed rules (distancing, etc.) There can be up to 30 participants on the excursion. As an alternative, you can visit the museum on your own (Thursdays are free for students) or look at the exhibition online (https://sjofartsmuseum.museumvest.no/english/). Read Stopford Chapter 1 Watch the following videos from mlecs.com: Unit 1.1 (Video intro [22]) Unit 1.3 (Video intro [13]) Unit 1.4 (Video intro [22])	

40		
	Lectures	Read/ deadline
3009	Bergen Maritime Museum – guided tour. Starts at 0830 – map will be provided in Canvas.	
0210 LAB1	500 years of shipping	S 1
	Short hand-in (Minimum 6 out of 10)	
	SHI#6 *Shipping and technological change*	0110 (1800)
	Other tasks	
	Work on Long hand-in #2.	
	Preparations (for next week)	
	Read Tenold (2012) Tenold (2016) is not part of your compulsory curriculum, but will be used as the basis for the subsequent two lectures. This is also available in a Norwegian version as *Med flagget til topps.*	

41		
	Lectures	Read/ deadline
0710 LAB1	Norwegian shipping before 1950	[Tenold (2016)]
0910 LAB2	Norwegian shipping after 1950	Tenold (2012) [(2016)]
	Short hand-in (Minimum 6 out of 10)	
	SHI#7 *Why is Norway a major maritime nation?* SHI#8 *Are Bergen and Oslo major maritime cities?*	0810 (1800)
	Other tasks	
	Work on Long hand-in 2. Topics (choose one) LHI#2A *How do shipping companies make money?* LHI#2B *The regulation of shipping*	
	Preparations (for next week)	
	Think of a question to submit for the Q&A session on the first part of the course (maritime economics)	

42		
	Lectures	Read/ deadline
1410	No lecture – time to work on the group presentation/ LHI#2	
1610	Zoom Q&A session – all students should prepare at least one question (clarification, exploration) from the history part of the course	1410 (1800)
	Short hand-in (Minimum 6 out of 10)	
	None	
	Other tasks	
	Hand in Long hand-in #2. LHI#2A *How do shipping companies make money?* LHI#2B *The regulation of shipping*	1510 (1800)
	Preparations (for next week)	
	Read the article by Lister, Poulsen & Ponte (2015) Next week we have a guest: Bjørn Sjaastad, who has a varied experience from the shipping industry. Bjørn is currently Chairman of the Board of two Bergen shipping companies, Utkilen and Mowinckels. He is former CEO of Odfjell and Frontline, two of Norway's largest shipping companies, and President of the Norwegian Shipowners' Association. The first part of the lecture will be an interview with Bjørn, the second is open for questions from you. Please send these before 1600 on Friday 1610.	1610 (1600)

43		
	Lectures	Read/ deadline
2110	René Taudal Poulsen, CBS: *Green shipping*	LRP
2310	Guest presentation Bjørn Sjaastad. Interview and question and answer session	
	Short hand-in (Minimum 6 out of 10)	
	SHI#9 Tradewinds *exercise 2*	2210 (1800)
	Other tasks	
	Term paper deadline – paper and presentation	2210 (1800)
	Preparations (for next week)	
	TBA	

44		
	Lectures	Read/ deadline
2810	TBA	TBA
3010	Zoom discussions 1015—1100: LHI#2A *The business of shipping* 1115—1200: LHI#2B *The regulation of shipping*	S 1
	Short hand-in (Minimum 6 out of 10)	
	SHI#10 *Write a reflection piece on the course. What are the most important things that you have learned? How would you characterise shipping relative to other industries?*	2910 (1800)
	Other tasks	
	None	
	Preparations (for next week)	

45		
	Lectures	Read/ deadline
0411	Term paper presentations I	
0611	Term paper presentations II	
	Short hand-in (Minimum 6 out of 10)	
	SHI#10 *Write a reflection piece on the course. What are the most important things that you have learned? How would you characterise shipping relative to other industries?*	0511 (1800)
	Other tasks	
	None	
	Preparations (for next week)	
	Prepare questions for the summary lecture, and e-mail me no later than Monday 0911 at 1000.	

46		
	Lectures	Read/ deadline
1111	Summary lecture – Q&A session	
1311	No lecture	
	Short hand-in (Minimum 6 out of 10)	
	Other tasks	
	If there are specific questions that you would like to have addressed at the	
	Preparations (for next week)	

Compulsory readings:

Stopford, Martin (2009) *Maritime Economics*, 3rd edition, London, Routledge (selected chapters - see lecture plan. You are advised to look at the readings before the lecture.)

Tenold, Stig (2012) "Boom, crisis and internationalised revitalisation: Norwegian shipping 1960-2008" in Stig Tenold, Martin Jes Iversen & Even Lange (eds) *Global Shipping in Small Nations - Nordic Experiences after 1960*, Basingstoke: Palgrave Macmillan, 26-60.

Jane Lister, Rene Taudal Poulsen & Stefano Ponte (2015) "Orchestrating transnational environmental governance in maritime shipping," *Global Environmental Change* 34 (2015), 184-195.

In addition, you are expected to be familiar with material provided in lectures and via Canvas (lecture notes, lecture slides, newspaper articles, links, etc.).

Supplementary literature:

Tenold, Stig (2018) *Norwegian Shipping in the 20th Century. Norway's Successful Navigation of the World's most Global Industry*, Cham: Palgrave Macmillan

https://www.palgrave.com/gp/book/9783319956381

This book is also available in Norwegian as Tenold, Stig (2018) *Med flagget til topps*, Oslo: Gyldendal Akademisk

UNCTAD (2019) *Review of Maritime Transport*. The 2020 version is not yet available, but usually a new version is published in October.

Norwegian Shipowners' Association (2019) *Maritime Outlook 2019*. Available via Canvas

Teaching:
Lectures, assignments, group work, excursion

Computer requirements / Tools:
None

Requirements for course approval:
Long hand-in: Both assignments passed. Assignments are handed in via Canvas. Explanation found in Canvas; maximum two pages per student (excluding overview of sources). Assignments are pass and fail, but we expect to receive original work.

Short hand-in: At least 6 of the 10 assignments passed. Assignments are handed in via Canvas. Explanation found in Canvas; maximum one page per student (excluding overview of sources). Assignments are pass and fail, but we expect to receive original work. Please note that it will not be possible to hand in assignments *after* the deadline indicated.

Term paper and group presentation accepted; participation in class on the days with student presentations. Term paper: 1500 words ± 10%; tentatively 4-6 members per group - depends on number of students taking the course.

Group term paper presentations 4 November and 11 November. Online activity, where groups present to and discuss with each other. Participation is compulsory. If you can not attend, you have to get permission in advance.

Deadline for loading up term paper **and** presentation to the course website in Canvas **Thursday 22 October 18.00.**

Exam:
The oral exam lasts 10—15 minutes and consists of *up to* three different parts

- One topic that you "draw" from a list of 15-20 topics
- One topic that you choose from the same list of topics
- Discussion of the term paper

Some of the new aspects of this course I want to keep – in particular, Short Hand-In #5, the reflection piece, was very useful. The Q&A lectures also worked well. In general, however, this course plan is too detailed; it is characterised by 'controlling' rather than 'autonomy-supporting'.[33] However, there was also another lesson for me this semester: Students had to hand in six short pieces of 'homework' (but could hand in ten). The course description says that the students should spend around 45 minutes writing these, and I also said this in class. This was supposed to be a 'soft target' (only one of the around 200 hand-ins was not accepted, and many students handed in all ten pieces). However, one student complained after the course that these had been too time-consuming. I then realised that neither in the course outline, nor in the Assignment part on Canvas, had I communicated the 'appr. 45-minutes rule'. The best laid plans of mice and men….

[33] Controlling behaviour is less likely to lead to intrinsic motivation (Deci *et al.*, 1991). Looking at the plan now, I see that even students that were interested to learn about shipping, might have felt that the detailed plan suffocated their motivation.