Teaching portfolio

for

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1 March 2021

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1. Biography: My teaching history in a nutshell

My first teaching experience dates back to 2004, when, as an exchange student, I worked as a student assistant "kollokvieleder" for the French section at NHH. The experience and the feedback were so positive that I started teaching as a hobby. In China in 2004, I taught in a language school and in the HQ of a company in Shanghai. In 2005-2006, in France, I taught French to exchange students in my business school and took, at the same time, a bachelor specialisation in teaching French as a Foreign language at La Sorbonne university in Paris (2006). In my first years in Norway (2006-2011), I worked part-time as a French teacher in a high school, junior school, and full-time in a primary school. I also worked at *Folkeuniversitetet i Bergen* (2006-2011), where I taught 5-6 courses a week and, at the most, 9. I also mentored new teachers.

My experience at university level dates back to 2010. At NHH, I taught half of FRA10 (bachelor elective) and a mandatory translation course to master students in 2011 at UiB.
I started my PhD in 2011. Already from 2012, I had the co-responsibility to develop and teach a new course in intercultural communication (VOA45). The course design was based on building intercultural competence rather than an accumulation of knowledge. It was so innovative that the students chose it as an example of best practice at NHH in 2014. Kristin Rygg and I presented our course philosophy and design at a staff seminar. Later on, we published a book chapter together (Ly& Rygg, 2016) that reported on the course's philosophy and design. At the same time, I also had a 30% position in a company and taught cross-cultural management to employees in their subsidiaries in Norway, Sweden, Germany, China and Korea. Though I was a PhD student, I held several guest lectures at NHH in bachelor and master courses taught by colleagues at SOL, SAM and FSK. I also had a yearly guest lecture (2x 1,5h) in the course Chinese Challenges between 2012 and 2014 (when the course was not offered anymore). I received excellent student evaluations.

I have worked as an associate professor at FSK since 2017. Since then, I have been responsible for 4 courses: 3 electives at the bachelor level (FRA10, FRA20 and FSK10) and 1 mandatory at the master's level for CEMS students (INB431, now CEMS402). These courses and their development are described in detail in the following parts. During this short time frame, I have completely redesigned all the courses to focus on students' learning.

I have also held several guest lectures at NHH, NHH Executive, and other higher educational institutions. Here again, with excellent evaluations. I am currently preparing an NHH Executive module on intercultural communication that will be interactive and online (to be taught in autumn 2021). I am also working on a course package on intercultural communication and social integration for an NGO in Bergen.

This teaching history shows that I have developed and taught various courses within my 17 years of teaching experience (for more details, see my detailed teaching CV). I have also taught multiple audiences and developed a range of methods and activities to adapt to my audience. I don't use the same activities to engage high school students and business students. At NHH, I engage my students with different teaching methods, depending on the course and the level of study. My teaching experience across departments and institutions and the excellent evaluations attest to my teaching versatility and adaptability. After the outbreak of the Covid19 pandemic in March 2020, all teaching has been moved online. To best adapt to the new platform, I have read extensively and participated in seminars. I have also had a continuous dialogue with and feedback from students. I share my reflections about online teaching in part 10.

Since developing my knowledge and skills is of utmost importance to me, I regularly participate in pedagogical courses and seminars. I have also attended more formal courses organised by NHH and partner institutions[1] (Harvard, 2019) and have a bachelor specialisation in teaching French as a foreign language (2006). I actively try out new teaching methods, conducting action-research (Biggs and Tang, 2011; Raaheim, 2013). This point will be illustrated in parts 3 and 4. I have applied deliberate practise (Ericsson 2006) to my teaching. Instead of repeating the same mindless teaching year after year, I have actively focused on improving performance through continuous reflection, experimentation and student and peer feedback. I can, therefore, show a clear progression of my teaching over time. Besides, in the

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[1] The total number of hours of pedagogical training cumulates to over 200 hours, as desired by NHH

last few years, I have researched my teaching practice. This has resulted in several articles/book chapters and conference presentations. These have allowed me to further reflect on my practice and apply the learning I've drawn from reviews to polish my teaching.

I am currently supervising one PhD student and have mentored one new teacher at NHH. I was also acting as PhD coordinator at FSK in spring 2020. My views on supervision and experience are detailed in part 6.

2. Teaching philosophy

My teaching and learning views have evolved through the years, influenced by practice, courses and readings, discussions with peers, and a reflective endeavour on my practice.

When I started in 2004, I believed that teachers were the source of knowledge, and lecturing was the only way of transmitting it. My responsibility was to create the best possible lectures to motivate students. Yet, my view has evolved since 2012, when I developed a course at NHH. In 2012/2013, I attended two pedagogical courses that highlighted the importance of student-centred learning that I have fully embraced. Now, I think that effective teaching is no longer about the transmission of knowledge. Instead, it focuses on *what the student does* to learn and how the teacher can facilitate this process. The evolution of my views is much in line with the three levels of teaching described by Biggs and Tang (2011), from being focused on what *the student is* (level 1) and on what *I, as a teacher was doing* (level 2) in my first years of teaching to being focused on what *the student does* (level 3).

Since 2012, I have consciously and systematically tried to develop my courses' form and content to support students' learning most effectively. Two key elements have shaped my view. First, the development of technology has changed the way students access knowledge (Serres, 2015) and let me question my role: if all information is available within a few clicks, what is my added value as a teacher?

Second, my reflection is inspired by my research philosophy on intercultural interactions. Being a fierce advocate of a constructivist theory on culture (Ly, 2016, 2019), I argue that cultural differences are co-constructed in interaction. Transferring this idea that interactions are socially constructed into my teaching practice is not a big step. Thus, my teaching philosophy is inspired by a constructivist view on teaching and learning (Steffe and Gale, 1995; Vygotsky 1978, 1980), where *learning is an active process of knowledge construction*. These two key elements have been a starting point for reflecting on my role and the student's role.

I believe that my role is to facilitate learning by *engaging students to construct knowledge*. On that ground, I actively engage students by making them practise the discipline (2.1), providing them with a safe and supportive environment (2.2), and creating a culture for feedback and reflection. (2.3).

2.1 Students learn by practicing the discipline

Lecturing alone mainly produces surface understanding but does not engage students (Biggs and Tang, 2011), who in turn do not fully grasp the complexity and the relevance of the topic. In line with Sweet and Michaelsen (2012), who describe engagement as apprenticeship, I believe that students learn by doing. I argue that NHH students should actively practice the discipline (be it global leadership or French) to develop skills and reflect on their learnings to become responsible and reflected (global) business practitioners.

Developing skills and competencies is an essential learning outcome in my courses, and I apply two key theories: experiential learning (Kolb,1984) and transformative learning (Mezirow, 1997). Both theories aim to trigger reflection and competency development. Kolb's experiential learning cycle involves four stages: (1) *concrete learning*, where the learner encounters a new experience or situation; (2) *reflective observation*, where the learner reviews and reflects on their own experience; (3) *abstract conceptualisation*, where the learner, who has learned from the experience, now gives rise to a new idea or apply existing theoretical concepts to one's experience to gain greater understanding; (4) *active experimentation*, where the learner tries out the new idea or behaviour to see what happens. Effective learning takes place when the student progresses through the cycle. Empirical studies show how

effective experiential learning, followed by guided interactions with faculty, is (e.g. Anthony & Garner, 2016; Caligiuri & Tarique, 2012; Lane et al., 2017; Mendenhall et al., 2020). As an analogy: one doesn't become a leader by reading a book about leadership, but rather by practising the discipline. I develop how I implement experiential learning in my courses in the next parts.

Transformative learning is the "process of effecting change in *a frame of reference*" (Mezirow, 1997: 5), which are "the structures of assumptions through which we understand our experiences" (op.cit.). Questioning one's assumptions is a crucial aspect of transformational learning, as it helps students develop awareness of the way they act and think. Activities such as group projects and discussions, case studies and class simulations can trigger the process of transformative learning. Some authors report using transformative learning to develop leadership skills successfully (Ensign, 2019; J. S. Osland et al., 2017). I will detail how I use transformational leadership in the next parts.

2.2 Students learn in a safe and supportive environment

The practice of the discipline can only be successful if students can learn in a safe and supportive environment. From an intellectual perspective, it means that new knowledge needs to be built in terms of what students already understand. Inherent to the constructivist perspective on teaching and learning is the idea that new knowledge is constructed through the lens of past knowledge and experiences. Recall of prior learning is also one of the nine events of instruction described by Gagne (1965). Learning is a game of building blocks where new knowledge is supported by an existing knowledge foundation. This creates a manageable challenge for students that keep them motivated. For example, in my French courses, I gradually increase the difficulty of activities and the assignments (see, for instance, the assignments in FRA20 detailed in 4.1).

Learning in a safe and supportive environment also means taking the emotional point of view seriously. For students to speak up (which is of utmost importance when practising a foreign language) and express their thoughts and opinions (essential in global leadership), I create an environment of trust and mutual respect. To build an enjoyable classroom climate (Biggs and Tang, 2011) and build rapport among students, I facilitate activities to break the ice. For example, I introduced digital lunches in autumn 2020 for students and me to get to know each other, despite the lockdown. As a student testifies: "*Annelise har også klart å skape et hyggelig miljø på zoom, hvor vi studenter har faktisk blitt kjent med hverandre uten å ha møttes fysisk (...) Jeg personlig satte pris på de digitale lunsjene som ble arrangert før undervisning*".

To build rapport between myself and the students, I rapidly learn the students' names so that they feel valued and cared for. I also intentionally minimise the distance with the students, having small talk with them. I communicate my expectations to the students about creating this environment at the beginning and repeat this several times during the semester. Several studies (Clapper, 2010; Thomson and Wheeler, 2010, among others) attest to the importance of creating an environment of trust and mutual respect to enable students' learning through active participation.

2.3 A culture for feedback and reflection.

Feedback is essential for learning. Positive feedback helps us appreciate what we do well and can repeat it, while negative feedback helps us understand what can be improved. Feedback is also needed to develop self-awareness. This has several implications for my teaching.

(1) Class activities with feedback.
I provide continuous formative feedback. For students to improve French, they need to practice and receive feedback "on the spot". As facilitator and expert, I use class time to give feedback and guide students in their activities. In some of the activities, students review/correct each other.
In the CEMS course, it goes further as feedback also comes from peers. Students work in teams (this will be explained in 4.3) and give feedback to each team member every week. The feedback is anonymized and sent to the students so that they can reflect on how they were perceived by their team members and improve (experiential learning). I also comment on the feedback they give.

(2) Course approval and assignment forms.

I provide students with formative feedback on their course approval activities and assignments. In French, for example, students need to hand in each written task twice. That is, instead of correcting their papers (telling them the right answers), I indicate what type of mistakes they have made (preposition, tense…). They need to hand in a corrected version to pass. In FSK10 and CEMS402, I provide extensive feedback in a mentoring session with each group (about one hour per group). Here, I give feedback, help them reflect and guide them in finding the right angle to tackle their reports (see testimonials from two previous CEMS students in appendix).

In terms of assessment forms, I have a portfolio in 3 of the courses (FRA10, FSK10 and CEMS402). In FRA20, we have an exam that tests their ability rather than their knowledge. This is further explained in 4.1.

(3)   Creating a culture for feedback and reflection also means that I also regularly ask students for feedback.

End of the semester evaluations is a type of summative assessment that has some value. Still, it is more efficient for teachers to have formative, ongoing feedback to change and grow. While I provide continuous feedback, I also expect continuous feedback from students. I give them several arenas: classroomscreen, oral feedback, Mentimeter, weekly reflection notes. Feedback is integrated when relevant and possible (writing workshop session in FRA20, guest lecture in INB431, more breaks when teaching online in CEMS402). For me, it is also essential to reflect and bring corrective actions when necessary. As a student pointed out last week: *"I also thought the Mentimeter was a good idea to get more feedback of us students. I like how you demand feedback, and that you incorporate it into your teaching (such as more breaks). That is really a great effort to make this course as enjoyable as possible for everyone involved"*. I highly value students' feedback because they are on the front line and can best tell me if what I implement contributes effectively to their learning. In the appendix, several students and colleagues attest to my culture for feedback.

3. Reflections on own educational development

Here, I explain how my teaching philosophy has been translated into activities to engage students and how they have developed over time. The changes that I have implemented aimed to contribute to a better constructive alignment (Biggs, 2014) between learning outcomes, teaching activities and assessment forms. I structure this part around the courses I teach at NHH and provide examples of changes in the last five years.

3.1 FRA10: Fransk økonomisk språk and FRA20: Frankrike i dag: økonomi, samfunn og kultur.

FRA10 is an elective for bachelor students who have learned French in secondary school and high school, or equivalent. I have seen FRA10 from different perspectives: as a student assistant in 2004, a part-time lecturer in 2010 and an external examiner in 2010 and 2016. I have been responsible for the course since 2017.

Traditionally, the primary learning outcome of the course was the repetition of French grammar. The teaching method consisted of lectures, and the final assignment consisted of grammar exercises, graded pass/fail. This type of teaching corresponds to the traditional teaching form and the view that grammatical competence is central in foreign language learning (as explained by Bax, 2003). In 2010, I taught half of the course and received excellent student evaluations. We, the teachers, were enthusiastic and competent, and the students were highly motivated. In hindsight, however, these thoughts were an example of traditional teaching focusing on *what the student is* and *what the teacher does* (Biggs and Tang, 2011).

As the course responsible in 2017, I wanted to shift the learning outcome to develop the students' ability to communicate in professional settings. In class, I would lecture for about 15 minutes and then students would work on application activities. At home, they could practise further with exercises that I created on Canvas. Course approval consisted of three grammar tests to pass. The

students had to take a school exam that consisted of grammar exercises and a short essay. Student evaluations were very good (4.47/5). However, I thought that I could increase student learning by eliminating the one-size-fits-all lecture. This was to adapt to the heterogeneous student group: some are fluent while most have French from high school. In 2017, I attended a pedagogical seminar at NHH and heard about flipped classrooms. This was very inspiring, and I read extensively on the method and how it has been implemented in languages courses (Basal, 2015; Bergmann and Sams, 2012; Correa, 2015; Muldrow, 2013).

I redesigned the course in 2018 using the flipped classroom method. The LOs were roughly the same, but I now implemented a teaching method and activities aligned with these LOs. I focused on *what the student does* in class (level 3 in Biggs and Tang, 2011). The ability to speak and to understand French has become the primary goal, and grammar becomes a tool, not an end in itself. Instead of being the lecturer, I am a facilitator and an expert (Vygotsky, 1978). I walk around, give individual feedback, answer questions along the way, and give more challenging or more manageable tasks to students who need it. Student evaluations are excellent (H18: 4.80/5; H19: 4.22; H20:4.9). Students praise the teaching method that allows everyone to practise the language in a safe environment and gives room for individualised learning: "*Selve klasseromsundervisningen fungerte veldig bra. Det er bra at alle aktivt inkluderes og oppfordres til å delta muntlig*" and "*Det var også veldig fint at man kunne spørre om ekstraoppgaver om man trengte det*". The assignment was a school exam. The quality of the exam answers attests to the method's effectiveness (see external examiner's testimonial) and that the students have reached a deep approach to learning.

It takes, however, a couple of years to evaluate and polish the teaching method. After 2018, I have modified three things: 1) Assessment form and content: I have changed the assessment to a portfolio that consists of 5 tasks, 3 written and 2 oral ones. Students are now assessed on their communication skills (oral and written), and it makes no sense to give them a school exam based on grammar. This change in the assessment form allows for a constructive alignment between the LOs, the class activities and the assignment. See 4.1.
2) Homework: it is easy to take for granted that students do their homework. Yet, if they don't, the method is not effective. Now, I build all my lessons based on the homework.
3) More meta-communication on my teaching philosophy and methods: as students are not familiar with the method, I take time to explain what the method consists of and how it is beneficial for their learning. When students understand the method, they appreciate it even more: "*Det fungerte veldig bra med flipped classroom som stiller krav til forberedelse og lekser før timene. Videre fungerte det bra å sette en standard om at alle skal ha på kamera og delta aktivt i timen fra start*." At the end of each class, I also "wrap up" the learning (tips from my course in Harvard). This is very important because students who learn with active methods may be less aware of their learnings (Deslauriers et al., 2019).

FRA20 is the module that students can take after FRA10. It is a new course that I created and implemented in 2019. To create the course, I discussed existing best practices with colleagues at FSK, ensured relevance by talking to businesspeople and invited former students of French to share their feedback on the existing courses. I crafted FRA20 using this feedback extensively. The main LOs are for students to acquire knowledge on business culture and current issues in France and competencies to understand news in French and express and argue for their opinions, both orally and in writing. I also use the flipped classroom method. Students work with tasks (see 4.1) that are of gradual difficulty as course approval to ensure a clear progression over time. Each written task is commented on extensively and sent back to the student for review/correction. Giving formative feedback to students have increased performance (see student's work provided in appendix). Students' continuous feedback has played an essential role in adapting activities that would contribute best to their learnings. I introduced changes when relevant: for instance, some students wanted more guidance when writing, so I organised a workshop where students worked on one of their tasks with guidance. The student evaluations are excellent (V19: 5/5, 94% response rate; 4.80/5 for relevance). Students' testimonials and the external examiner assessment confirm that the students have learned a lot after these two courses.

3.2. FSK10: East Asian culture and communication

FSK10 is a bachelor elective. Together with Kristin Rygg, I created this course in 2012 to respond to students 'wish to learn about East Asian culture[2]. Many courses in intercultural communication teach and assess students based on the accumulation of knowledge about different cultures. Yet, both researchers in the field, we believe that intercultural communication needs to be experienced and reflected upon to develop competence. Our challenge back then was that little had been published in the field to suggest other ways of teaching (Blasco 2009; Szudlarek, Mcnett, Romani &Lane, 2013). Before the course, we attended a case study seminar (2012) that inspired us. In the first year (2012), we taught the course using case studies, guest lectures and traditional lectures, with a final school exam that assessed the student's knowledge. Again, it took us a couple of years to reflect on and polish the course. But from the start, Kristin and I prepared and taught the course together and were present in all the classes. This gave us the chance to observe each other's classes, provide extensive feedback, try out new activities and, in the end, improve both our teaching and our vision of the course. In other words, we conducted action-research as advocated by Biggs and Tang (2011) and Raaheim (2013).

    We redesigned the course in 2014 and reformulated the LOs more clearly, focusing on students' development of intercultural competence. We used different teaching activities that complemented each other well and contributed to reaching the LOs: case studies allow students to dissect and discuss business situations; role-plays enable them to get in someone else's shoes to understand their perspective; and personal reflection allows them to reflect on past behaviours and make hypotheses (Helyer, 2015; Kolb, 1984; McGuire, Lay, & Peters, 2009). These teaching activities allow students to learn by doing (2.1) in a safe and supportive environment (2.2). We also changed the assessment form to a portfolio. In 2014, students elected FSK10 as an example of best practice and the teaching method was presented at a pedagogical seminar at NHH. Subsequently, Kristin and I published a book chapter Ly & Rygg, 2016). The book entitled *Intercultural competence in Education: Alternative approaches for different times* wishes to promote a renewed approach to teaching intercultural communication. Our chapter featured in this book shows how our course's teaching was innovative in the field. Writing a research piece also helped us refine our reflection and further develop the course (based on the reviews we received). Our pedagogical development has brought more changes to the course, again supporting students' learning. Since 2018, we have offered more formative feedback on the assignments. (1) Fieldwork project: instead of presenting orally their results, receiving quick oral comments from us and handing in a written report, we now provide a full hour mentoring session with each group. (2) Reflection paper: one of our main LOs and challenges was to make students critically reflect on their values. We have tried different activities, with mixed results. Since 2018, we have implemented a weekly reflection note. I detail these activities in 4.2.

3.3. INB431/ CEMS402: Global leadership practice

INB431 (CEMS402 since 2021) is a mandatory master course restricted to CEMS and taught in all 34 CEMS institutions. I held a guest lecture in 2014 and have been responsible for the course since 2018.

    In 2018, I taught the course in an intensive format (two full days of lectures x3) due to maternity leave. I used case studies. After analysing and discussing the cases, I would give a short lecture (about 30 min out of a 6-hour session) to ensure that all students understood the theories. I also invited two business executives for guest lectures. The student evaluations were not as good as I am used to. Students liked the case study approach. However, some also pointed out that: 1) lectures were unnecessary and 2) the course could be more interactive 3) the course was perceived as easy.
I could have blamed it on my maternity leave and that it was a new course for me, but I instead took it as a learning opportunity. Why didn't the teaching method from FSK10 work here? The short answer is that the student group is different. The students are mainly international students from the CEMS network. They are highly international, and many are multicultural. They have some years of work experience. However, as I have found out, about half of the group has already taken a similar course. This is a balancing exercise for a mandatory course: how can I teach an advanced course when half the class doesn't know the basics? And how, when doing so, can I maintain the attention of the other half?

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[2] Student survey conducted in 2011

So, the first lesson was to get to know my audience. Since 2019, I have emailed the students before the course start, asking them information about, among others, backgrounds, international experience, and whether they have had a similar course in their curriculum.

Despite these challenges, this heterogeneous student group also provides valuable opportunities. First, I can use the class diversity to illustrate different world views. Instead of lecturing or working on a case study on multicultural teams, I can actively use this diversity and assign the students to multicultural teams to let them experience and reflect on the challenges in such settings (experiential and transformative learning). Second, since some students have prior knowledge of some of the topics presented, they can explain concepts to the other students. When students teach their peers, they need to reformulate their knowledge and gain a deeper understanding of these topics (Biggs and Tang, 2011). These opportunities lay the groundwork for more student dialogue and collaborative learning.

Once more, I investigated new teaching methods that would allow me to teach this course in the best possible way for student learning. I attended a seminar at NHH on Team-Based Learning (TBL) (autumn 2018) that inspired me. I redesigned the whole course using TBL in 2019. I implemented new LOs with a greater emphasis on developing global leadership skills. The teaching format was also changed to a weekly 4hour lecture.

Students have regularly provided feedback on the course activities, and I also organised a student panel in 2020 to receive suggestions when the course was to be changed (and became CEMS402). I have actively used their feedback, as mentioned in 2.3, but I have adapted activities to my teaching philosophy: for instance, the students wanted to have more guest lectures. I invited business executives, but instead of the usual monologue, I designed interviews and case studies. I detail these in 5. I have polished the activities and assignments every year. Students in spring 2021 are very satisfied with the course so far, as attested by the academic director and extracts from the students' reflections.

To sum up, in the past few years, I have redesigned the four courses I teach. These changes aimed to contribute to student learning and align the LOs, the class activities and the assessment forms. These changes are based on my evaluation and reflections, students' feedback, and my increasing knowledge of teaching methods supporting student learning. My approach is explorative, and I conduct action-research (Raaheim, 2013). The courses now clearly allow students to take charge of their learning (level 3, Biggs and Tang, 2011). I describe how in the next part.

4. Teaching and assessment repertoire

4.1 FRA10 and FRA20

Main learning outcomes FRA10	Teaching method and activities	Assessment methods
(1) Give oral presentations using business French vocabulary (2) Express one's opinion in a professional setting (3) Produce written documents that are usual in professional settings, using relevant business terminology	Flipped classroom Homework: readings or video on a grammatical point and simple application exercises In class: application activities that take the homework as a starting point. Practice (oral comprehension, speaking activity, role play…). See appendix	Requirement for course approval: grammar quiz on canvas (unlimited trials, but need to get 30/40 to pass) Assessment: A portfolio composed of 3 written and 2 oral tasks. Each written task is commented on and needs to be handed in back with corrections to be approved Grading: pass/fail

Main learning outcomes FRA20	Teaching method and activities	Assessment methods

(1) Knowledge of French economy, society and culture that are important to understand France today (2) Ability to understand news in French (both oral and written) and hold a presentation on these topics (3) Ability to write structured documents relevant to the workplace	Flipped classroom Homework: readings or videos on the topic and vocabulary exercise. In class: application activities that take the homework as a starting point and further practise of the language (oral comprehension, oral presentation to peers, writing workshop…) See appendix	Requirement for course approval: 3 written and 2 oral tasks. Each written task is commented on and needs to be handed with corrections to be approved Assessment 1 school written exam (50%) 1 oral exam (50%) Grading A-F

The flipped classroom method gives students the possibility to learn at their own pace. They study theory/grammar by reading or watching a short video and doing easy applications exercises as homework. In class, they practise and deepen the knowledge learned at home through different activities. First, they are briefly tested on the knowledge learned (e.g., easy application exercise, quiz); then, they watch videos or listen to dialogues (LO1 of FRA20); they answer comprehension questions in small groups (LO3 of FRA10 &FRA20), using the new vocabulary or grammar learned at home. Last, they conduct activities like role-plays or topic discussions to practice further and become independent users of the language (LO1&LO2 of FRA10, LO2 of FRA20). As students work a lot in small groups, they speak a lot of French. As a facilitator, I can give them adapted activities, and as an expert (Vygotsky, 1978), I offer guidance and explanations when needed. There is also collaborative learning in class: those with a higher command of French can explain concepts and correct other students. By doing so, they also gain a deeper understanding of the language (Biggs and Tang, 2011). These activities are in line with the LOs.

For course approval in FRA10, they need to complete a grammar quiz. They can try as many times as they want until a set deadline but need to have at least30/40 correct answers. I have created a set of about 300 questions on Canvas, so questions change every time. As final assessment, they have a portfolio consisting of 3 written and 2 oral tasks. I comment on each written task. I highlight the mistakes, explain what type it is (preposition, expression, tense…) and send it back for correction. I approve the task only if the new version reaches a level corresponding to a C grade. Students also receive formative feedback on their 2 oral tasks (what they are good at, points to improve and how).

For the course approval in FRA20, they hand in 3 written tasks and two oral ones, with gradual difficulty and with the same commenting/correcting system. In the first written task, students answer questions based on a newspaper article and write short answers (100-150 words); in the second one, they are individually coached to write a structured essay (500 words) (LO3 of FRA20), and in the third one, they write a structured paper without help (500 words). For the oral tasks, they need to comment on a short newspaper article. The first time for 10 minutes with 10 minutes of preparation, the second time for 20 minutes with 30 minutes of preparation. Gradual difficulty participates in the building blocks (see Gagne 1965) of knowledge explained in 2.2. The final assessment is an oral exam and a written school exam that count for 50% each. The exams in FRA20 are not a surprise as students work on a task they have previously practised during the semester. In the written part, they need to read a newspaper article, answer a few questions and write a 500 words essay based on the topic. The oral exam consists of a presentation based on a newspaper article. The exam lasts 20 minutes (with 30 minutes of preparation).

4.2 FSK10

Main learning outcomes FSK10	Teaching method and activities	Assessment methods
(1) knowledge of relevant theories related to intercultural business communication (2) skills: ability to reflect on the values underlying behaviour and communication in East Asia (3) ability to critically assess the theories related to intercultural business communication	Case studies presented in a bottom-up way (case first and then theory) Role plays- experiential activities Reflection activities and weekly reflection notes. Mentoring session after fieldwork presentation See appendix	Requirement for course approval: 75% attendance Oral presentation and discussion of peers' presentation Assessment: portfolio consisting of: 1) an individual reflection paper (50%), 2) a group report based on fieldwork (ca. 50%)

In FSK10, students work on case studies with a "bottom-up" approach (Holliday, 2012). An example of case teaching is provided in appendix. "Bottom-up" means that they start looking at the problem, sometimes have a role-play to get into one of the protagonists' shoes and reflect on the underlying values at stake (LO2). We have this approach, so students do not frame their understanding of a problem through the lens of a specific theory but in a holistic way. After the discussion, we have a short lecture that presents the theory (LO1). As reality is more complicated than what theory says, it helps students assess critically existing theories (LO3). Students write a brief reflection note at the end of each class where they jot down immediate thoughts related to the topic. Writing or using journals can help students engage in their learning, develop their self-awareness, and rethink their conceptualisation of the world (Cunliffe, 2004) (transformational learning), which in turn helps them to better reflect on LO2 and nuance theories (LO3). As intercultural competence takes time to be practised and developed, we believe in a portfolio assessment with formative feedback. The portfolio consists of a group fieldwork project (expert interview) and an individual reflection paper. The group project allows students to draw on theories and apply them to an informant's case (LO1) and critically discuss these theories (LO3). They also need to interpret events from an East Asian perspective (LO2). To help them in the process, we provide a full hour of mentoring for each group. This mentoring session also provides a supportive environment (see student testimonial). Students also need to hand in an individual reflection paper and assess it to theories (LO1, LO2 and LO3). Again, I believe the LOs, the class activities and portfolio assignment are now constructively aligned.

4.3. CEMS402

Main learning outcomes CEMS402	Teaching method and activities	Assessment methods
3 competencies to de developed: (1) Demonstrate self-awareness LO1: Enhanced ability to describe their own culture and question the way they act or think (2) Communicate effectively when working in an international environment	Team-Based Learning (TBL) I form teams of 5-6 students that are heterogeneous (different backgrounds) and are permanent throughout the semester (LO2) Homework: readings (LO4) In class:	Requirement for course approval: 75% class attendance (physical or online) and 75% of peer feedback completed Assessment: A portfolio consisting of (1) Presentation of the fieldwork results and

LO2: Enhanced ability to communicate effectively in multicultural teams LO3: Enhanced ability to give constructive feedback in a cross-cultural context 3) <u>Think critically</u> LO4: Enhanced knowledge of the main theories relating to cross-cultural management/global leadership LO5: The ability to critically assess the main theories related to cross-cultural management and their usefulness for the global worker and manager	- individual multiple choice question test (LO4) - team test: same test, but in their respective team. (LO4) - Application activities: case, dilemmas, discussions… (LO1, LO2, LO4, LO5) - Weekly peer to peer feedback (LO3) - Reflection note at the end of each session (LO1) Mentoring session after the fieldwork (LO4 & LO5) <u>See appendix</u>	discussion of another group's fieldwork presentation (20%) (2) Results of weekly tests (20%) (3) Feedback- quality of the weekly feedback given (20%) (4) Written group report based on the fieldwork project (20%) (5) Individual reflection paper (20%)

Overall, the teaching method is inspired by TBL (Sweets and Michaelsen, 2008). It is an instruction method that fosters student-centred learning and student accountability. TBL is composed of fixed elements that are repeated in every session. At the beginning of the semester, I form teams that are carefully designed to blend at least four different nationalities, different international experiences, previous work experience and consideration of gender. These teams remain permanent during the semester. Before class, students are assigned readings that give them knowledge about cross-cultural management/global leadership (LO4). In class, they first complete an individual test that ensures that the learning is understood (LO4). Then, in their groups, they compare and discuss the answers (LO2). They explain their reasoning if they disagree. This stage is essential for peer learning and provides the student with a deeper understanding of concepts (LO4 and LO2). Then they submit their answers. The remaining class time is devoted to applications activities (as live case studies or experiential activities) that help them deepen and critically assess theories (LO5). After each session, they write a reflection note (LO1) and provide feedback to all team members (LO3). Thus, in addition to the knowledge on specific topics, students use TBL as a semester-long experiential activity on teamwork.

My method differs slightly from TBL in two points, and these are for pedagogical reasons. The written appeal is not used. Instead, students raise questions directly, share their reasoning and discuss concepts in class. This step allows students to achieve a higher-order level of thinking in Bloom's taxonomy (Biggs & Tang, 2011). Second, feedback is used differently. In TBL, feedback counts toward the final grade and is only distributed midterm and end-term. In my course, feedback *received* does not count towards the final grade. Personal development is crucial, and students learn by continuously reflecting on and trying to improve their behaviour. By doing so, students can try and test and make mistakes.

Students learn how to provide constructive feedback at the beginning of the semester: they read relevant literature, discuss the topic in class in their teams, and practise every week. They fill in an online form in which they detail both the positive contribution and improvement points of each peer. I review and send the received feedback to each student as a formative assessment. In class, I discuss examples of both good and offensive feedback, which allows them to reflect on, test and improve their feedback giving skills. The feedback *given* (LO3) counts for 20% of the final grade. They receive formative feedback on their feedback given.

The assessment consists of a portfolio with 5 elements. The presentation of fieldwork and discussion test LO2, LO4 and LO5; the weekly tests LO4; the feedback given LO3; the group report LO2, LO4 and LO5 and the individual reflection paper LO1. There is, therefore, a constructive alignment between the LOs, the teaching activities and the assessment tasks.

5. Pedagogical materials

I have designed the course curriculum of the four courses I am responsible for. In FRA10, I use a textbook complemented by material that I have created. In the three other courses, I have designed the pedagogical material myself. These include, among others:

Role-plays: they give students the possibility to practise the language in professional settings. They can actively use the vocabulary and expressions learned to become independent users of the language. I have designed several role-plays, such as the one presented in the appendix. Here, students are in a business meeting and need to express and defend their opinions about selling a product/ proposing new products.

Activity packages: I have created activities to learn about facts about France actively: students are divided into groups of 3-4 and work with a given topic. In groups, they start by answering a few questions that draw on their previous knowledge (2.2) about the topic and practise French in a safe environment (2.1 and 2.2); then, they watch a short video and answer questions. This activity allows them to draw on their listening and speaking skills. After 20 min, work on a new topic. Since the topics are the most current ones, I regularly create new packages.

Experiential activities in class: In CEMS402, I assign a team leader each week. Since the goal of this course is to develop leadership skills, students can plan and implement their roles. After the session, they receive peer feedback and write a reflection note to reflect on their improvement points. Such activity is highly effective in developing leadership skills, as the literature shows (Caligiuri &Tarique, 2012; Mendenhall, 2020).
Another experiential activity is the analysis of emails. I analyse how they open their emails (how formal they are) and show them my analysis in class. We discuss the findings, and I show then a survey I have conducted that reports on how their emails can be perceived among international professionals. This activity is an eye-opener for many and an activity that has a higher impact than a lecture on how to effectively write professional emails

Guest lectures: Though students usually like when guest lecturers share their business insights in class, they, too often, just lecture. Students hear a nice story, but they remain passive. To engage students, I have developed two main activities:
-   **Interview**: Before the class, I ask students to check the company's activity and/or the guest's profile (on Linked In, for example). Then, they create a questionnaire and interview the guest. Students are engaged and can ask questions they actually think are relevant, and guest lecturers also find the experience rewarding. I was inspired by Raaheim 2013 for this activity.

-   **Live case study**: students are presented with a case by a guest lecturer on which they work on. They then discover that the case is actually the experience/ the challenges of the guest lecturer. See the appendix for an explanation of the case.

Have I completely stopped **lecturing**? For the most part, yes. It would be more precise to say that instead of lecturing as a default way of teaching, I use lecturing for very specific points. Sometimes, after their readings at home, students have follow-up questions or a matter that needs to be clarified. Then I provide a short lecture, but I include a form of active participation (short quiz on Mentimeter, 3-2-1 activity, pair and share…).

As for future development: I see pedagogical development as a continuous process and aim to continue creating new activities to foster active learning. I am currently planning several projects: 1) with colleagues from the CEMS network, we are working on creating a common case study involving several cultures 2) I am part of a lecture hop-in initiative with the Association for Business Communication. As online teaching has become common, we can share our expertise across institutions through a short

lecture or short exercise and 3) I am currently working on another live case for the CEMS course (to be ready by April).

6. Supervision

I supervise one PhD student, Victoria S.N. Schrøder (main supervisor). To describe my philosophy about supervision, I like to use the Norwegian word "veiledning". Unlike the English term that implies that the supervisor "looks over" (from its etymology), "veiledning" has the idea that the supervisor "shows the way". My role is to guide, as an expert and in a Socratic way (Vygotsky, 1978). In addition to completing her PhD thesis, I think that my role is to help her build a good academic CV. Therefore, I am mentoring her also in teaching. Inspired by the mentorship system developed at Harvard, I have set up a program for her to develop her teaching skills: she has observed some of my colleagues and my classes, and we have discussed my teaching philosophy. She has taught several classes, and at the beginning, I followed her teaching and gave her feedback. Today, we still regularly share ideas and discuss teaching plans.

Since 2018, I have also informally mentored Anouck Jolicorps, a lecturer in French at NHH. This mentoring included working together with her teaching plans and activities (particularly at the beginning), class observation, weekly discussion before and after each class, sharing best practices and working together with the feedback and grading system. Though she is an experienced teacher, we still regularly discuss teaching plans and ideas. In mentoring situations, I try to create a safe working environment to foster collaboration and feedback. To do so, I insist on the importance of meta-communication.

Both Anouck and Victoria attest to how I openly discuss best practices and value their feedback, as well as students' feedback.

In April 2019, I attended a seminar on supervision. This has also given me essential insights on the role of meta-communication and on the importance of discussing mutual expectations (see Victoria's report on the expectation questionnaire)

7. Teaching planning and contributions in FSK and NHH

I have experience with course design at NHH. FSK10, FRA20 and CEMS402 have been designed and implemented from scratch. FRA10 and INB431 have been completely redesigned for learning outcomes, teaching activities and assignment forms. Therefore, I am familiar with administrative tasks related to pedagogy, such as working on a course description, defining learning outcomes, and calculating student workload and its conversion to ECTS points.

I have, in addition, co-organised two PhD courses: Transferable skills: Research Communication and Career Planning (2016) and Language management (2019).

In planning these courses, I have collaborated closely with colleagues at FSK. I have extensively worked with Kristin Rygg (co-course responsible) in the planning, development, implementation and teaching of FSK10. As stated above, one of the specificities of our teaching has been to plan and teach the whole course together. When planning FRA20, I have extensively exchanged ideas and best practices with colleagues at FSK (see the testimonial by Beate Sandvei). This provided common learning outcomes and assignment forms for the two new courses launched in 2019 (FRA20 and SPA20). To ensure the relevance of the courses I teach, I also consider feedback from the industry.

I highly involve students in teaching planning. For FRA20, I have invited former students of the French courses to provide me with feedback and took their suggestions into account. In the planning of CEMS402, I also involved former students by inviting them to a panel. We openly exchange about what worked well, what could be improved, and they shared their suggestions. My openness and receptivity to feedback are in line with my teaching philosophy. Positive feedback is a good indication that what I do contributes to student learning. I use negative feedback as a learning opportunity and a possibility to grow as a teacher. I am also accountable to these students who take their time to share their insights with

me and make sure to tell them if/how I have taken their feedbacks into account. This is, for instance, mentioned in a student's testimonial, who join the feedback panels both for FRA20 and CEMS402.

In addition to informal exchanges with colleagues, I have held several presentations and lunch seminars at the department:
- Presentations of FSK10 (2016) and FRA20 (2019) at the strategy seminar of FSK
- Regular participation in pedagogical lunch seminars at the department (Use of Mentimeter, Edword, Experiences after my stay at Harvard)

At NHH, I recently presented my experience in teaching online using the flipped classroom method in a pedagogical seminar (autumn 2020). In 2019 I was also responsible and facilitated a case during the welcome week (about 100 students). As mentioned above, I have also presented FSK10 (then VOA45) in a staff seminar in 2014 as an example of best practice.

At NHH, it is also essential to attract new students, and the way we communicate our research to potential new students is crucial. I have also been active on this front and made a video for Åpen dag (2020) to promote intercultural communication to high school pupils. Also, together with colleagues at FSK, we organised Forskningsdagene in 2016, explaining our research to pupils. I have also had several similar activities at UiB previously.

Other institutions:
- Member of the Global Leadership Practice CEMS faculty. We meet once a year to share best practices in teaching the CEMS course.
- Member of the research group VAKE (Values and Knowledge Education) at NLA. VAKE is a teaching method that is grounded on a constructivist view of cognitive and ethical development. The research group offers a platform for discussion and sharing of best practices in teaching such dilemmas.
- Member of the Association for Business Communication; sitting at the publication board (2020-2022). We share good practice through seminars across institutions and have implemented a hop in lecture scheme.

8. Dissemination

In the last few years, my teaching has also been an object of research. I have written 5 peer-reviewed articles/book chapters related to my teaching. 3 of them are expected to be published in the fall 2021/ spring of 2022. See the appendix for the title and the topics of the articles.

The paper that reports on using TBL to develop global leadership skills (forthcoming Oct/Nov 2021) has been qualified as a "*wonderful paper (that) will be extremely useful for other global leadership professors*" by the lead editor of the journal *Advances of Global leadership*, Joyce Osland.

I have presented reflections or activities linked to my teaching in 2 international conferences (see appendix). In October 2020, at the Annual ABC conference, I had a presentation in a panel on Learning and Teaching, where I reflected and deconstructed my practice and discussed how the instructor and students negotiated their identities in the classroom. At the beginning of March, I will present a workshop on teaching leadership using TBL at the Team-Based Learning Collaborative conference. This workshop will be co-presented with Judith Ainsworth from Mc Gill University in Canada. I had a third conference paper about teaching French using flipped classroom method, but the conference was cancelled because of Covid 19.

Writing research papers and presenting at conferences have helped me reflect on my practice and actually become a better teacher. Through the comments from the reviewers, I have spelled out the specificities of my courses; some of the learning outcomes become clearer; and I have questioned and redesigned activities or assessment that I have then implemented in my teaching.

I have shared my reflections and best practices in talks and interviews. Recent ones include: 1) a Podcast for NOKUT-podden – En podcast om høyere utdanning som skal bidra til samtalen om god praksis i høyere utdanning – where I share my reflections after one year of teaching online. (To be aired in mid-March 2020); 2) An interview in Khrono Slik lager hun et godt studiemiljø via Zoom (24.01.21) where I share my tips to engage students online. To date, it has been shared 238 times (Source Retriever) and 3) An interview in Paraplyen "Focus on people, not on technology" by Astri Kamsvåg. I have also written posts and articles on Linked In.

These papers, collaborations and examples of dissemination attest of my scholarship of teaching and learning.

Further plans (As of 01.03.21): (1) I have sent a workshop proposal at the ABC conference 2021 (with J.Ainsworth) It is entitled: Developing Competencies for Communicating and Working Across Cultures in the Classroom: A Team-Based Learning Approach. (2) I have just interviewed by 2 journalists on my approach to teaching leadership. (3) I have a kick-off meeting tomorrow with colleagues from 6 other institutions to apply for funding for a call on Education and Democracy for Horizon 2022.

9. Evidence of student learning

Student learning can be assessed in different ways. Alone, they provide an insight on the teaching. Yet, taken together, these qualitative and quantitative elements offer triangulation that attests to student learning. In addition to my own assessment above, I can refer to:

9.1. Student evaluations
The evaluations oscillate between very good and excellent (source Bluera)

FRA10	(H18): 4.8/5; (H19): 4.22; (H20):4.90.
FRA20	(V19): 5 (88% response rate)
FSK10	(H18): 5; (H19): 4.73
INB431	(V19:4.00); (V20:4.40). Students in V 21 are so far very happy with the course, as attested by students' reflection papers and emails

9.2. Emails from programme directors
My teaching is qualified as "knallgod", "strålende bidrag" and "veldig positive til ditt kurs". These can be found in the appendix.

9.3. Student testimonials
Some students have written me emails after the exam to tell me how much they have learned and how much they have appreciated my teaching. A few quotes are provided here. Full assessments can be found in appendix. About the French courses : "*jeg er overrasket over hvor omfattende læringsutbytte jeg synes jeg fikk*», «*jeg var fornøyd med utbytte jeg fikk fra kursene siden jeg føler at fransken min ble forbedret både skriftlig og muntlig*», «*det siste året har jeg lært mer enn jeg gjorde på 5 år fra ungdomskole til videregående skole*». About the CEMS course: "*I liked the course and I gained a lot from it*"; "*Now I've started to realize the value of the class and it is changing me on a weekly basis. I really appreciate what is given by the class and would like to express my gratitude again!*"

9.4. Assessments by external examiners

The two external examiners praise the assessment methods and high quality of the students: "*imponerende høy kvalitet*" (FRA10 and FRA20) and " *I have witnessed such learning in the reflection pieces produced by most students*" (INB431/CEMS). Their full assessment is in appendix.

9.5 Students' work

I show 3 examples of student learning. 1) I show how a student in FRA20 has increased his ability to produce structured text in a very good French. We can see that comments are fewer and fewer throughout the semester, despite the increasing difficulty of the tasks. We can also see that the second version of the hands-in is almost perfect. This clear progression attests to his learning. 2) I show how students in CEMS have learned and understood theories. I refer to 4 weeks of TBL group tests, where scores for all 6 teams oscillate between 40/40 and 38/40. 3) I show how the weekly feedback *provided* throughout the semester in the CEMS course has changed these students. I also show how a student has increased his ability to write feedback: at the start of the semester, feedback is vague, while at the end, he can pinpoint specific positive contributions and areas of improvement. This highlights how giving and receiving regular and detailed feedback can lead to effective learning and behavioural change.

10. Conclusion: a few reflections on online teaching

I've taught online for a year now and have done so successfully. I will conclude with a few reflections about contributing to student learning behind the screen. Without the physical classroom, it has been more challenging to engage students. Yet, I believe that it is not impossible, and my experience confirms so. I have learned new tools and used them extensively (such as break out rooms in Zoom); I have simplified access to information on Canvas; I use even more metalanguage about what I do. I believe I have successfully transferred my teaching philosophy into digital learning activities to engage students. With break out rooms, students learn by practising the discipline (2.1). I have implemented virtual lunches to build rapport with the students and created a friendly atmosphere. I don't make a fuzz about my video background, which lowers the threshold for students to have their cameras on and be active. I have built connectivity over content: connectivity between the teacher and the students, but also among the students themselves (Anand, 2016), participating in maintaining a safe and supportive environment (2.2). I continue to guide and provide extensive feedback on students' work (2.3) to learn as effectively as possible. More importantly, I regularly ask for feedback (2.3) and reflect, experiment online and improve student learning. I have recently shared my reflections and tips with colleagues at NHH (pedagogical seminar) and in interviews and podcasts. Students' comments about online teaching and learning have been overwhelmingly positive: "*what I've learned outweighed my expectations. I really liked the breakout room activities but also the feeling of freedom and understanding during the course. I also felt much more included in the "lecture" than during comparable courses previously. The most important learning outcome from today is, in my opinion, realising, that online lectures can be even more effective than casual classes.* » (V21). I don't record my sessions since class time is devoted to discussions. Yet, class attendance has been high despite the pandemic. According to the following comment, one may even wonder whether my classes can actually give a sense of normality: "*I en tid hvor hverdag ikke er det samme som det en gang var, så har det vært betryggende og behagelig å ha dette faste holdepunktet to ganger i uken.*» Many students have praised my humanised approach to teaching (Khan, 2011). Most importantly, I have shown that I deeply care for the students. I will end this self-assessment with a student statement: «*Da lockdown ble innført i Norge i mars 2020 (...) Hun var også den eneste foreleseren som spurte hvordan det gikk med oss før vi startet videosamtaler. Denne tiden var vanskelig for mange, og Annelises tilpasningsdyktighet og ikke minst medfølelse bidro til at vi fikk fullført kurset og semesteret på et relativt normalt vis*».

11. Appendices

A. Teaching CV

Teaching affiliations and course responsibilities

07/2017- present:
Associate professor (FSK), NHH

Course responsible of:
FRA10: French language for economics (elective, bachelor)
FRA20: France today: economy, society and culture (elective, bachelor)
FSK10 (VOA045): East Asian culture and communication (elective, bachelor)
CEMS402: Global leadership practice (mandatory, master, CEMS)/ formerly INB431 Global management practice

Organisation committee for:
PhD course: Language management, Lingphil (2019)

01/2017- 04/2017
Associate Professor, NHH (part-time) and Researcher (forsker II) SNF (part-time)

Course responsible of:
FSK10 (VOA045): East Asian culture and communication (elective, bachelor)

08/2011- 10/2016:
PhD Research Scholar in intercultural communication, FSK, NHH

Course responsible of:
FSK10 (VOA045): East Asian culture and communication (elective, bachelor)/ creation and teaching

Organisation committee for:
PhD course: transferable skills: research communication and career planning, Lingphil (2016)

01/2011- 05/2011
Assistant Professor, University of Bergen, Norway and UiB
Course taught:
FRAN 201, translation course (Norwegian to French)

01/2007- 05/2011
Teacher of French and supervisor for new teachers, Folkeuniversitetet i Bergen
Evening classes for adults, all levels from beginners to conversation classes (up to 9 classes per week)

01/2010- 10/2010

Assistant Professor, NHH

Course taught: FRA 010, French language and economy

08/2008- 07/2010

Teacher (*lektor*) at Bergen Kommune, Bergen

Taught French in secondary school and in primary school (*morsmålslærer:* for pupils with French as their mother tongue)

Ytre Arna Skole (2009-2010) and Åstveit Skole (2008- 2009)

11/2006- 07/2008

Teacher (*lektor*) Danielsen Videregående skole, Bergen

Taught French and worked as a substitute teacher in French, English and marketing,

09/2005- 05/2006

Teacher, Lille Graduate School of management (ESC Lille), Lille, France

Taught French to foreign students: beginners and intermediate levels

07/2004- 11/2004

Teacher, Chanel Headquarters Shanghai, China and in a French school in Shanghai

Taught of French to company employees

01/2004- 05/2004

Assistant in French, NHH, Norway

Taught 4 hours a week as "kollokvieleder"

Guest lectures at university level

2021	Guest lecturer NHH executive MBA MØST
2020	Guest lecturer NHH Executive MBA in FINTECH
2018	Guest speaker (career workshop), the Lingphil summer school, Bergen
2017	Guest lecturer, Bergen Summer Research School, University of Bergen
2017	Guest lecturer in "Corporate entrepreneurship on a global scale", on Corporate Entrepreneurship (STRA545), NHH
2016	Guest lecturer "Making sense of interview data", University of Ghent, Belgium
2014	Guest lecturer "Chinese business culture" in Global management practice, (INB431), NHH
2012-2014	Guest lecturer "Chinese business culture" 4-hour lecture in the course Chinese challenges (INB425), NHH

Dissemination of pedagogical practice at NHH

2020	Seminar on flipped classroom online

2019	Insights from Insights from the Global Colloquium on Participant-Centered Learning Harvard, July 2019, Faglunsj, FSK (August)
2019	How can we use mentimeter in our teaching, Faglunsj, FSK, (Mars)
2019	Endringer i fransk, Strategy seminar, FSK (January)
2016	Presentation of FSK10, Strategy seminar, FSK (January)
2014	Presentation of VOA045, Best practice seminar, NHH

Promotion of research/ French studies

2020: Contribution for Åpen dag ([video](#))

2016: Forskningsdagene: member of the organising committee. Representing NHH on a stand at Forskningstorget (23-24 September). Approx. 9000 visitors

2012: Career day (Karrieredagen): invited for a talk: "Språk, veien til interkulturell kompetanse". Event: "På jobb med fremmedspråk", organized by the University of Bergen (26.09.2012)

2011: "Ka vil du bli med språkfag?" presentations and activities geared towards school pupils. Organised by the University of Bergen (23-24.03.2011)

2011: "La France dans le monde, l'exemple du climat": presentation at Faglig-pedagogisk dag. Organized by the University of Bergen (04.02.2011)

2011: "Ingen grenser for franskstudenter" invited for a talk in a seminar to promote French studies. Organized by the University of Bergen (09.09.2010)

Education

- *Academic qualifications*

2016	PhD in intercultural communication, (NHH), Norway Title of the thesis: "International internal communication: a transdisciplinary approach"
2009	Master in French, University of Bergen, Norway
2006	International master's in management, ESC Lille/ SKEMA, France
2006	Bachelor specialisation in teaching French as a foreign language (FLE), La Sorbonne University, Paris, France
2002	Bachelor of Arts in French literature, La Sorbonne University, Paris, France

- *Pedagogical courses and seminars*

(Pedagogical courses over 50 hours are marked in bold; course diplomas can be provided upon request)

2021-2020	Several pedagogical seminars organised by NHH (online): Winners of Bronsesvampen (2021), Communication with students (2020), Leganto (2020), Digital teaching studio (2020), Mentimeter (2020), Use of Zoom and Temas (2020), Digital tools for teaching online (2020)
	Pedagogical webinars organised by Harvard Business School: How the pandemic made me a better educator (2021); Teaching in Online and Hybrid classes (2020) ; Making online classroom work for you (2020); Designing a curriculum for online and hybrid classes (2020); Exploring the Challenges and Opportunities in Online Case Teaching: Insights from Two Case Teaching Experts (2020)
	Pedagogical seminars about teaching by the association for business communication: Decoding the Disciplines approach to teaching and learning (2020)
2019	**Global colloquium on participant-centered learning, Harvard Business School, USA (July)**
	Seminar om production of instructional videos at NHH, NHH (June)
	Teaching portfolio course, NHH (May)
	Supervisor seminar, organised by Lingphil, University of Agder (April)
2018	Pedagogical breakfast. Topic: Team-based learning, NHH (November)
	Seminar on creation of exams on Wiseflow (autumn)
2017	Best practice at NHH (Spring)
2013	Seminar: Interrogating diversity initiatives and programmes, University of Helsinki (December)
	Pedagogical training, NHH (spring)
2012	**Advanced case method workshop, ECCH, NHH (Spring)**

Dissemination (scientific papers, conferences and science communication). Se under

B. FRA10: examples of activities and assignments

Example of teaching plan

<u>Homework prior to class</u>

Students need to prepare for the next class.
Here, they have some grammatical revisions to look at and do a few application exercises.
They need to look for new vocabulary and do easy application exercises (that both use the grammar points and the new vocabulary)

Les devoirs pour le 20.08.2020

1) Terminer les exercices sur le passé composé

2) Faites cet exercice supplémentaire sur le passé composé ↗

Préparer le prochain cours: Vocabulaire pour parler de sa recherche d'emploi et de son CV et exercice de traduction

3) Cherchez la traduction des mots suivants

- une recherche d'emploi
- Le Pôle emploi
- un demandeur d'emploi
- un conseiller
- un CV
- rédiger un CV
- une lettre de motivation
- un secteur
- un poste
- le commerce international
- la mode
- le prêt-à-porter
- une offre d'emploi
- une candidature spontanée
- passer un entretien
- un directeur/ une directrice des ressources humaines
- la formation
- l'expérience professionnelle
- un commercial
- les connaissances linguistiques et informatiques
- les langues étrangères
- les centres d'intérêt
- une jeune fille au pair

4) Traduisez les phrases suivantes

- Jeg må skrive en CV og et søknadsbrev og sende dem til HR-sjefen.
- jeg har funnet en jobbstilling innen motesektoren
- Jeg skal ha et intervju med HR-sjefen neste tirsdag
- Min arbeidserfaring er variert og internasjonal.

Activities in class

Class time is built around the homework. Students start with an exercise on Mentimeter where they have to report on the sentences they had to translate (homework). This is corrected by peer-review. This shows that they *understand* the content (see Bloom's Taxonomy) . See the explanation under.
The rest of class time is used to further *apply* the vocabulary and grammar learnt (activity 2). Then, they listen to a text a few times and answer comprehension questions, again based on the vocabulary and grammar learnt at home. Then they *analyse* the text, looking for specific grammatical points. With the last activity, they become independent user of the language and *create* dialogues. There are several activities proposed, with different level of difficulty. Students can choose the one that fits the best to their level (individualized learning) (italics refer to the level from Bloom's taxonomy)

20.08.2020 Cours

Objectifs :

- Parler de sa recherche d'emploi
- Comprendre et écrire un CV

Activités

1) Traduction des phrases : Mentimeter ⤤ code 4612799

2) Exercice de vocabulaire

(CE p. 6 ex.2)

Complétez les phrases suivantes avec les mots proposés

directeur des ressources humaines- lettres de motivation- CV- emploi- entretien- offres d'emploi

a. Je suis à la recherche d'un ....

b. Alors j'ai refait mon .... et j'ai écrit des ....

c. Et tous les jours, je regardes les ....

d. Demain, je passe un .... avec le .... d'une importante société.

3) Texte : **la recherche d'emploi** (livre p. 9)

- Ecoutez le texte, livre fermé
- Lisez les questions suivantes et écoutez à nouveau le texte.
- (*break out room)* Répondez aux questions , 2/2. Puis lisez le texte 📖à voix haute, deux par deux, et repérez les verbes au passé composé. Trouvez l'infinitif des verbes.

4) Le **CV**

- Regardez le CV d'Antoine Roque et répondez aux questions
- Travaillez les indicateurs de temps et faites les exercices suivants
- *(break out room)* Utilisez des indicateurs de temps pour décrire le CV d'Antoine et pour poser des questions sur le CV d'Antoine
- Regardez le CV de Bastien Lorenzi; complétez celui de Fabienne Li, 📖 puis rédigez votre CV en français, en utilisant les expressions que vous avez apprises.

(students correct sentences they have written as homework)

Here, 7 students have given a translation for this sentence. They are corrected in plenary session by the students themselves. At the end of the 7 examples, students have reviewed grammar and vocabulary, discussed possible translation options, analyzed and evaluated the sentences.

Go to **www.menti.com** and use the code **31 22 36**

⠇ Mentimeter

1) Jeg må skrive en CV og et søknadsbrev og sende dem til HR-sjefen.

Je doit rédiger un CV et une lettre de motivation et envoye les documents pour le directeur des resources humaines

👤 7

Here is another illustration of how students work on activities that help them become independent users of the language. I have created a role-play on a topic and vocabulary learned at home (professional meetings). Now, students work in groups of 4 and are assigned a role, with a specific agenda and task (here, the role of Pierre Couturier is provided).

f) **Jeu de rôles**

Jeu de rôles : Animer une réunion

L´entreprise SALMO (entreprise fictive) est une entreprise norvégienne qui vend des produits à base de saumon. Elle existe depuis 10 ans et Norvège et depuis le 1er janvier 2018 en France. Jusqu´à présent, seul le filet de saumon vendu sous vide est commercialisé en France. Mais il faut proposer de nouveaux produits.

L´équipe commerciale se réunit aujourd'hui, lundi 24 septembre.

Les objectifs de la réunion : proposer de nouveaux produits à commercialiser (=vendre) sur le marché français. Ces produits seront présentés au salon de l'alimentation.

L'ordre du jour :

- présenter le salon de l'alimentation et en expliquer son importance (Pierre Couturier, service marketing)
- faire le point sur les ventes depuis le 1er janvier (Pierre Couturier, service marketing)
- proposer de nouveaux produits (Michel Duparc et Marie Dupont).

Camille Pasteur, PDG anime la réunion.

La liste des participants

Pierre Couturier (marketing), Camille Pasteur (PDG), Jean Duparc (chef de produit) et Marie Dupont (chef de produit)

Pierre Couturier (marketing)

- Vous faites le point sur les ventes depuis le 1er janvier (chiffres)
- Vous présentez le salon de l alimentation :
    o Le salon de l'alimentation aura lieu à Paris, le 11 novembre prochain. Il s'agit d'un salon où les exposants peuvent présenter leurs nouveaux produits.
    o Vous pensez que le salon de l'alimentation sera l´occasion de promouvoir (=faire la promotion) l'entreprise et de présenter les nouveaux produits.
- Votre PDG va vous proposer de présenter les nouveaux produits à la maison de la Scandinavie. Vous n'êtes pas d'accord.
-
- Vous demander des explications a chaque chef de produit (par exemple, pourquoi pensent- ils que ces produits se vendront bien sur le marché français ?

Example of assignment: writing a professional email

Epreuve écrite n.2 (version 1)

✔ Date de publication | ✎ Modifier | ⋮

A rendre le 29.09.2020

Vous êtes professeur (en formation) dans votre pays. Vous avez ces dernières années entretenu des relations amicales et professionnelles avec un professeur de FLE (français langue étrangère) en collège à Paris. Vous avez prévu de lui rendre visite le mois prochain pour passer une journée dans son établissement pour suivre et observer une classe de sixième pendant toute la journée.

Ce collègue vous demande de **rédiger un mail** pour le chef d'établissement pour expliquer formellement les raisons et buts de cette visite et demander la permission d'être dans l'établissement pour cette journée.

Le chef d'établissement s'appelle Mme Fourno. Son adresse mail: pauline.fourno@gmail.com

Rédigez ce mail.

C. FRA20: examples of set of activities, assignments and student deliverables

Example of activity package

Students start with a group discussion to recall previous knowledge on the topic (2.1), with a few questions. Then, they look at an authentic document (here they listen to a podcast) with help (vocabulary) and need to answer a few comprehension questions.
The correction is given at the end.

Thème 4 : le Président de la République

Les présidents français

1) Discussion de groupe

- Comment s'appelle le président de la République en France ?

- Et sa femme ?

- Quand a-t-il été élu ? Et pour combien de temps ?

- A quel parti politique appartient-il ?

- Quels présidents français connaissez-vous ?

2) Reconnaissez-vous ces présidents ? Associez le nom, le mandat et l'image correspondants

| 1 | 2 | 3 | 4 | 5 |

a) Emmanuel Macron   1) 1981-1995

b) François Mittérand   2) 1995- 2007

c) François Hollande   3) 2007- 2012

d) Nicolas Sarkozy   4) 2012- 2017

e) Jacques Chirac   5) 2017-

3) Lisez le vocabulaire utile (ci-dessous) avant d'écouter ce document audio

Titre : « Portrait : Le parcours hors-norme d'Emmanuel Macron, nouveau Président de la République » Source : France 24. Date : 14 mai 2017. Durée :

Vocabulaire

- Etre ambitieux : å være ambisiøs
- Se façonner un brillant parcours : forme seg, danne seg et strålende studieløp
- Henri IV : en av de beste videregående skolene i Frankrike
- Sciences Po (Sciences Politiques): navn til en toppskole
- L´ENA (Ecole Nationale d'Administration) : navn til den franske forvaltningshøyskole L'Inspection générale des finances : finanstilsynet
- Bercy : Finansdepartementet, også kalt Bercy pga. Beliggenheten i Bercy (sør for Paris)
- Changer de cap : endre kurs/ Un changement de cap : kursendring
- Il pousse les portes (pousser les portes) : uttrykk for å si at man begynner et sted, Ex : *J'ai poussé les portes de NHH.*

- Une banque d'affaires : investeringsbank
- Une ascension éclair : rask oppstigning
- Conseiller sur l'économie de F.H : økonomisk rådgiver
- Secrétaire adjoint de l'Elysée : visestatsekretær
- La consécration : anerkjennelse
- Le ministère de l´économie : næringsdepartement
- Sa cote de popularité : « popularitetsindeks »
- Sa cote de popularité monte en flèche : « popularitetsindeks » stiger fort
- Il incarne (incarner) : representere, personifisere
- Le renouveau : fornyelse
- Donner des ailes : « å gi vinger », å gi en positiv energi *Ex : l'amour me donne des ailes*

- Faire une déclaration transgressive : å gå over grensen, å si ting som ikke er politisk korrekt
- Il agace (agacer) : irritere
- En avoir ras le bol : utrykk for å si at man har fått nok av noe. *Ex : J'en ai ras le bol des retards de bus !*
- Faire les unes des magazines : være på førstesiden i en avis
- Elle est omniprésente : hun er overalt
- La campagne (présidentielle) : valgkampen
- Exercer un mandat politique : utøve et politisk mandat

4) Ecoutez le texte une deuxième fois et répondez aux questions .

Les réponses aux questions

Example of course approval activity

Students read an authentic newspaper article. They have to answer a few comprehension questions and write two short answers (100 words)

Epreuve écrite n.1

Lisez l'article de presse suivant et répondez aux questions ci-dessous, en faisant des phrases complètes.

A cause du coronavirus le secteur du luxe voyage en terre inconnue, Le Monde, 17 avril 2020 ↗

Article disponible en pdf ici 📄

Questions

- Présentez le secteur d'activité décrit dans un petit texte structuré en utilisant le vocabulaire et les expressions vus en classe (100 mots environ).
- Citez trois marques qui sont mentionnées dans le texte et décrivez le type de produits proposés.
- Décrivez la situation de ce secteur en 2020 (100 mots environ).
- Expliquez les expressions suivantes : « le chiffre donne le tournis », « achat de revanche », « bilan flamboyant ».
- Citez trois stratégies envisagées pour réduire les coûts.

Example of student deliverables

Assignment 1: questions about a newspaper article and a short text to write (150 words). Presented here are the first version (with our comments on Edword) and the second version.

First version: student' mistakes are not corrected, but highlighted and specified (preposition, tense…)

Généralités/Intro

A)

Au niveau économique, le vin a un grand rôle pour la France. Le pays est l'un des plus grands distributeurs de vin au monde. Le vin est important au niveau de l'emploi aussi, parce qu'ils sont près de 558 000 salariés de secteur.

Les autres secteurs d'activité dont l'exportation est importante pour la France sont l'aéronautique, les spiritueux et les parfums et cosmétiques.

Le vin occupe la deuxième place sur le podium des exportations en France.

L'Espagne et l'Italie sont les deux pays en concurrence avec la France dans la production de vin.

Ces trois pays assurent près de 50 % de la production mondiale depuis vingt ans.

Particularités du secteur d'activité

Les différents profils des exploitations viticoles sont les châteaux, les exploitations de particuliers, les caves, et les «maisons ».

Moët & Chandon est une maison puissante dans la production de champagne. Au niveau national il est le deuxième fabricant de boisson.

Les viticulteurs misent sur les labels de qualité et d'origine pour valoriser la diversité de leur terroir et vendre leurs produits plus chers.

Le volume des exportations a subi une baisse de 15 pour-cent entre 1980 et 2011. Des défis sanitaires, des défis environnementaux comme le réchauffement climatique et des maladies sont les causes de cette baisse. Ces causes réduisent la surface viticole en France. De plus, il y avait des règles interdisant les nouvelles plantations de vigne.

Conclusion

Une baisse de la production de vin pour la France peut avoir des conséquences positives et négatives. Premièrement, une baisse de la production de vin peut diminuer le revenu du pays, puisque l'industrie est très importante pour la France. Néanmoins, l'alcool cause

environ 49 000 morts par an en France et une baisse de la production de vin pourra améliorer ce problème.

Graphique

B 1)

Tout d'abord, le graphique montre la production de vin (en million d'hectolitres) de quatre pays de 1995 à 2015. Selon ces statistiques, on peut remarquer que l'Italie est le plus grand producteur pour le moment, mais la France est très près du vainqueur. De plus, la production de vin en France et l'Italie ont baissé depuis 1995, alors que la production de vin en Espagne a ~~haussé~~, et Les États-Unis ont maintenu environ la même production de vin. Une observation intéressante c'est que l'Italie et l'Espagne ont eu une forte augmentation entre 2012 et 2013, mais après, les deux pays ont eu une chute. En conclusion, le graphique révèle que l'Italie est le plus grand producteur de vin, mais la France et l'Espagne sont très proches de la première place.

augmenté

Strikethrough

Second version: the student sends a corrected version based on our comments and is corrected once more.

This student demonstrates a high commitment in correcting his paper that is now almost without any mistakes

Assignment 2 : Guided essay (500 words), first and second version

Les revendications des gilets jaunes

En octobre 2018, le mouvement des gilets jaunes est apparu à cause de l'insatisfaction par rapport à différentes mesures politiques, comme par exemple l'augmentation des taxes sur le carburant et le coût élevé de la vie. Par conséquent, les gilets jaunes ont créé 42 différents revendications pour le gouvernement. Est-il possible que les revendications vont aboutir, ou est qu'ils en demandent trop ? Est- ce que c'est raisonnable que les gilets jaunes exigent une réduction de prix des carburants ? De plus, c'est probable que le gouvernement va instaurer un salaire maximum fixé à 15000 euros ?

Concernant la revendication de finir la hausse de la taxe sur le carburant, on peut constater que c'est une demande très raisonnable. Premièrement, les manifestations qui aboutissaient à violence en novembre à cause de la hausse de la taxe, indiquent que les français ne sont pas d'accord avec la situation, et c'est peut-être la plus grande insatisfaction parmi les gilets jaunes. En outre, le prix de carburant a augmenté plusieurs fois avant, donc la colère entre les citoyens est compréhensible. Ensuite, serait une très grande victoire pour les français si Macron et le gouvernement réaliseront cette revendication, notamment parce que c'est un problème historique du mouvement des gilets jaunes.

Quant à la demande pour un salaire maximum fixé à 15000 euros, ce n'est pas probable qu'ils vont aboutir cette demande. Tout d'abord, c'est difficile d'instaurer cette mesure étant donné qu'une partie de la population devraient que payer une trop grande quantité de leur salaire comme ses impôts. On peut dire que cette mesure n'est pas juste. De plus, la revendication est controversée, même parmi les gilets jaunes. En autre problème avec cette mesure c'est que la motivation pour réussir et développer des entreprises va diminuer, et en conséquent l'économie française sera possiblement impactée négativement.

Pour conclure, certaines mesures sont raisonnables et quelques-uns ne sont pas sensibles. Toutefois, je crois que la revendication de finir la hausse du prix sur les carburant c'est une bonne demande, mais je ne pense pas qu'on doive instaurer un salaire fixé maximum à 15000 euros. Selon moi, ils ont posé beaucoup de revendications, et on ne peut pas attendre que toutes les mesures aillent être acceptées. Pourtant, le mouvement des gilets jaunes c'est important parce que c'est nécessaire pour transformer la nation à quelque chose.

In the 2nd assignment, we already see that the student makes less mistakes, though the assignment form is more complex

Les revendications des gilets jaunes

En octobre 2018, le mouvement des gilets jaunes est apparu à cause de l'insatisfaction concernant les différentes mesures politiques, comme par exemple l'augmentation des taxes sur le carburant et le coût élevé de la vie. Par conséquent, les gilets jaunes ont créé 42 revendications différentes pour le gouvernement. Est-il possible que les revendications aillent aboutir, ou est qu'ils en demandent trop ? Est- ce que c'est raisonnable que les gilets jaunes exigent une réduction de prix des carburants ? De plus, est-il probable que le gouvernement va instaurer un salaire maximum fixé à 15000 euros ?

Concernant la revendication qui consiste à en finir avec la hausse de la taxe sur le carburant, on peut constater que c'est une demande très raisonnable. Premièrement, les manifestations qui ont abouti à la violence en novembre à cause de la hausse de la taxe, indiquent que les Français ne sont pas d'accord avec la situation, et c'est peut-être la plus grande insatisfaction des gilets jaunes. En outre, le prix du carburant avait déjà augmenté plusieurs fois auparavant, donc la colère entre les citoyens est compréhensible. Ensuite, ce serait une très grande victoire pour les Français si Macron et le gouvernement réalisaient cette revendication, notamment parce que c'est un problème central du mouvement des gilets jaunes.

Quant à la demande pour un salaire maximum fixé à 15.000 euros, il n'est pas probable que cette demande aboutisse étant donné que le reste serait reversé en impôt. Ce serait en effet difficile d'instaurer cette mesure étant donné qu'une partie de la population devrait payer une trop grande quantité de leur salaire comme impôts. On peut dire que cette mesure est une injustice pour certains. De plus, la revendication est controversée, même parmi les gilets jaunes. Un autre problème avec cette mesure c'est que la motivation pour réussir et développer des entreprises va diminuer, et par conséquent, l'économie française sera probablement impactée négativement.

Pour conclure, certaines mesures sont raisonnables et quelques-unes ne sont pas bonnes. Toutefois, je crois que la revendication qui consiste à en finir avec la hausse du prix sur les carburants est une bonne demande, mais je ne pense pas qu'on doive instaurer un salaire fixé maximum à 15.000 euros. Selon moi, ils ont posé beaucoup de revendications, et on ne peut pas s'attendre que toutes les mesures soient acceptées. Le mouvement des gilets

Second version: again, almost perfectly written

HAND-IN 1

HAND-IN 2

tournure

l'insatisfaction de (+ personnes) face à...

Grammaire- Accord de l'adjectif ou de l'attribut
Erreur d'accord entre le sujet et l'adjectif ou...

place de l'adjectif

mode
Il est possible que + subjonctif
Text added: en

inversion pour poser la question.

qui consiste à en finir avec

Grammaire- Temps ou mode du verbe
Erreur dans l'emploi du temps (présent, pas...

Grammaire- Oubli de l'article
Il manque un article dans votre phrase

Orthographe- Ethnonyme
Faute dans l'utilisation de la majuscule ou ...

Grammaire- Préposition
Erreur ou oubli de la préposition dans une e...

NEXT >

c'est le verbe aboutir qui doit être au subjonctif: aboutissent

Assignment 3: Essay (500 words) : first and second version

L'intégration d'immigrés

Aujourd'hui, environ 15 % de la population en Norvège sont des immigrés qui viennent de pays comme la Pologne, la Lituanie, la Somalie, le Pakistan et la Suède. En fait, la quantité d'immigrés qui arrivent au pays augmente presque chaque année, et pour cette raison, la question « qu'est-ce qu'être norvégien ? » est devenue importante. Également, la situation en France est similaire parce que les Français ont reçu des immigrés de presque tout le monde à travers l'histoire, et aujourd'hui la plupart d'eux viennent de l'Europe. Est-ce que les étrangers qui arrivent en Norvège et en France peuvent devenir des « Norvégiens » et des « Français », ou est-ce que ils ne peuvent pas s'intégrer ? On peut affirmer que les lois de nationalité et les valeurs des pays sont importantes pour répondre à cette question.

En France, le droit du sang dit que si on est né sur le territoire français avec au moins un de deux parent français, on obtiendra la nationalité de la France. De même, si on a des parents de l'étranger, mais on est né en France, on deviendra aussi Français quand on a 18 ans. Néanmoins, c'est seulement comme ça si on a vécu de façon continue entre l'âge de 11 à 18 ans. Cette règle est connue comme « le droit du sol ». Pourtant, en Norvège, le système de obtenir la nationalité est un peu différente. Par exemple, quand on a des parents étrangers, mais on est né en Norvège, on ne obtiendra pas la nationalité norvégienne.

Des fois, des immigrés font face à des défis par rapport à l'assimilation au nouveau pays. En France par exemple, la sélection du foot recevait des relents racistes quand l'équipe a gagné la coupe de monde en 2018. Étant donné que la plupart des joueurs ont une origine africaine, beaucoup des gens ont dit que l'équipe représente l'Afrique et pas la France. Un autre point de vue est que les joueurs de l'équipe avaient porté le drapeau de la nation et chanté l'hymne national français fièrement, et pour ça ils devraient être acceptés comme des Français. De plus, c'est claire que les relents racistes sont contradictoire à la devise de la France «liberté, égalité, fraternité » parce que les Français d'origine africaine ne sont pas traités également. De toute façon, il n'y a aucun doute que les joueurs se *sentent* Français.

En somme, juridiquement il y a des manières différentes pour obtenir une nationalité. Quand même, selon moi, l'identité nationale n'est seulement pas une question juridique ; c'est une question du sentiment d'affiliation à une culture qui ne nécessairement pas dépend de son origine ethnique ou où on est né.

Very few mistakes in the third assignment and an excellent introduction. The student shows a clear progression throughout the semester.

L'intégration des immigrés

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Des fois, des immigrés font face à des défis par rapport à l'assimilation au nouveau pays. En France par exemple, la sélection de l'équipe nationale a reçu des relents racistes quand l'équipe a gagné la coupe du monde en 2018. Étant donné que la plupart des joueurs ont une origine africaine, beaucoup de gens ont dit que l'équipe représente l'Afrique et pas la France. Un autre point de vue est que les joueurs de l'équipe avaient porté le drapeau de la nation et chanté l'hymne national français fièrement, et pour ça ils devraient être acceptés comme des Français. De plus, c'est clair que les relents racistes sont en contradiction avec la devise de la France «liberté, égalité, fraternité » parce que les Français d'origine africaine ne sont pas traités également. De toute façon, il n'y a aucun doute que les joueurs se *sentent* Français.

En somme, juridiquement il y a des manières différentes pour obtenir une nationalité. Quand même, selon moi, l'identité nationale n'est seulement pas une question

Second version, once more, almost perfectly written

TRES BONNE INTRODUCTION!!

remplacez par DES

préposition: remplacez par "dans le"

Attention; tout le monde: alle sammen (folk)
Dans le monde entier (i hele verden)

Text added: d'entre eux

Grammaire- Contraction de l'article
Oubli ou erreur de contraction de l'article ut...

remplacez par "pour"

Grammaire- Contraction
Oubli ou erreur de la contraction d'un mot

de l'équipe nationale/ de l'équipe de France de football

au passé composé

Remplacez par:
de+ article défini.

expression de la quantité + de

NEXT

Strikethrough

Grammaire- Accord de l'adjectif ou de l'attribut
Erreur d'accord entre le sujet et l'adjectif ou...

ordre des mots:

34

D. FSK 10: examples of class activities and assignments

Homework with readings and questions and case study in class

To read/watch before class (30.08.19)

On Friday, we will discuss how IKEA has adjusted its strategy to the Chinese market.

Before class, read the following documents/watch the videos below and reflect on the following question:

Should IKEA adjust its vision and business idea to the Chinese market?

Market research: the furniture market in China ↗

Ikea in China: Store or theme park? (watch the video as well) ↗

IKEA with Chinese characteristics ↗

China ultimate fake: IKEA lookalike store ↗

Case study and teaching plan

First, I contextualise the case: why do we study this case, and how does it relate to the programme. What are the expected learning outcomes?
In class, students discuss the case. I have a set of questions and activities related (short role-play, vote…). At the end of the discussion, I have a short presentation and I wrap up the main learning. At the end of the class, students write a short reflection note.

Example of assignment

Fieldwork activity

Interview a business person who has worked in China or Japan/ with Chinese or Japanese colleagues/business partners

---

- Group work:
- 2 students per group

- Presentation of the findings (oral): 17 September 2018 (20 min)
- Presentation of the fieldwork and reflection (oral) 22 October and 25. October 2018 (grade) (20 min)
- Written report to be submitted by 16. November

E. CEMS402: example of activities, assignments and student deliverables

Individual and team test: multiple choice question (extract)

Individual and group tests on expatriation and Norwegian leadership

1. Which of the following is an example of an expatriate assignment?

a. Swiss manager working for a Swiss firm in the United States

b. U.S. manager working for a Swiss firm in the United States

c. Swiss manager working for a U.S. firm in Switzerland

d. U.S. manager working for a U.S. firm in the United States

2. In the selection and recruitment process of expatriates, HR is usually:

a) Highly involved, as they are in charge of the talent management programs

b) Little involved, as a majority of international firms continue to rely on technical skills as the most important criteria

c) Not involved at all

d) The first step a candidate must go through (formal application, personality tests, motivation interview...)

3) Preparation for the international assignment. Which of the following statement is true?

a) Cross-cultural preparation is an obligatory step before any expatriation assignment

b) Research has shown that pre-departure cross-cultural training is not efficient

c) There is often too little time between the time of selection and the departure

d) Cross-cultural training is unnecessary if the expatriate is sent to a country culturally similar to one he/she has previously been exposed to.

Example of application activity: Live case study.

The guest here is Arne-Christian Haukeland who works at DNB. He first presents the company (slide 1-12), and briefly about the situation in Brazil (slides 11-12)

DNB in Brazil

- Innovation Norway and the Norwegian consulate are located in Rio
- It is required with a license from Banco Central
- It is regulated that the company need extra capital if foreigners are hired
- The country has very strict and peculiar labor laws
- The country has a very slow legal system

12

Then, he introduces the problem, and the three possible candidates. In their TBL groups, students discuss the candidate and choose. In plenary session, group simultaneously share their choices and discuss

DNB Board decision

Your teams is responsible of the project.
You will present a concrete action plan to the board that includes leadership style, DNB corporate culture in Brazil and tackling day-to-day operations.

But first, the selection.

"For companies and expatriates alike, it is important that expatriates 'hit the ground running' as soon as they land in the host country" , Szkudlarek & Van Bakel (2014): 107

Who will you send and why?

13

Three candidates

After some review you have received three candidates for setting up the office:

A: Marcos is a Brazilian banker. He lives there and knows the local culture, doesn't know much about Norway or DNB, but have a solid network in Brazil that DNB can benefit from

B: Kari: The Norwegian technical expert with long banking experience. Highly competent and expert on the offshore sector. Knows Petrobras and the Brazilian market from her market insight, but has no international experience

C: Henrik: He works at the head office. General knowledge of the industry but not an expert as Kari is. He has extensive international experience within DNB.

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Then, students work in their TBL groups and answers questions.
They share in a plenary session. Arne-Christian comments on their answers. Then he wraps up by explaining what actually happened

Your presentation to the oard

Prepare a 5 min presentation, where you will address the following points:

- Norwegian leadership style and corporate culture: given the information you have on Norwegian leadership and on DNB. **Should DNB adapt its leadership style and corporate values to the Brazilian culture, keep it as is or modify some aspects- in this case, which aspects?**

- **Tackling day-to-day operations when entering a new country**: recruiting qualified local staff, language issues, trust... List a few issues that are likely to arise, and suggest solutions to tackle them

15

Some student feedback after this exercise:

In today's session, it was really interesting to get (again) some practical insights using a real case study. What surprised me was that Arne-Christian actually was Henrik - good thing we didn't criticize too much! Furthermore, it was interesting to hear about the unusual challenges he faced while trying to establish a new office in Brazil. For example, when they lost one of their copies and put everything to a halt because of this simple formality. Furthermore, it was interesting to hear about the issues and creative solutions they used regarding Arne-Christian's visa issues.

"Regarding the guest lecture by Arne I must complement you on the excellent choice! I liked that the case he presented to us was a real-life example and it showed again that what we learn in this class does have a huge connection to the real business world. Furthermore, it was interesting to hear his stories. My main takeaway is that you always have to be able to adjust your views, be aware of your culture and reflect on it critically and stand with your values, even though it might be more challenging (the example of a low hierarchy environment and the huge amount of time it takes to recruit the right people). I think the level of openness and honesty was quite refreshing and while going abroad for work is always a great opportunity to develop, it also has drawbacks especially when returning to the home country. So I definitely learned to be aware of the difficulties when returning from an assigment abroad.
Thank you for this very insightful class!

Today's session has so far been my favorite session. I want to thank Mr Haukeland for being such a honest and active presenter, that really tried to give useful and hands-on insights on his leadership experience when setting up a subsidiary in Brazil. Especially in

this session I feel that the theoretical background was very useful in the sense that it showed me to what extend theoretical literature can help in real-life experiences. The combination of the case study we had so solve ourselves and the input of Mr Haukeland helped me to get a better understanding of the obstacles and challenges international companies face when sending an expatriate to a foreign country.

I thought this week was one of the most interesting weeks we've had. Indeed I find that a presentation of a hut in progress as well as having a speaker who is a key player in this hut was a real added value of this week. Furthermore, what I liked about this week's session was that when we talk about creating a subsidiary abroad, we see the strategic aspect, but the operational aspect is very important and interesting.

Example of experiential learning 1) leadership in TBL

Students are assigned a group leader role for the week. Then, they play out their roles in class. They receive feedback from peers and write a reflection note. Here is an example of students' feedback and reflection note on leadership (extract)

Peer feedback

Who are you evaluatin	In which ways does your peer contribute positively to the team	In which ways could your peer improve as a team member?
	was appointed as group leader this week- and can I say WOW what a great job you did! Starting from the motivational messages you were sending to us in the group chat- that was very nice and contributed to a positive and friendly atmosphere in the group. Although we might have gotten some questions wrong in the past 2 quizzes you gave out the right amount of balance between motivation/challenging pushes and more of 'supportive' push to really have an overall positive atmosphere!	I think that as you demonstrated you can be a greta team leader- so now that you have showed us what you can really be capable of- you won't be able to shy away anymore! Jokes aside- continue incorporating the feedback we've been giving you so far because today you've really performed at your best.
	what a star !!!!!!!!! Your really shined in the leader position !!! it was so nice to see this new/other version of you. You were super empowering and motivating even before we had our session on our group chat. You also steered our conversation perfectly today to the extent I am unsure on how to give negative feedback to people as you ensured everyone's voice was heard equally. I think you definitely inspired me on how to be a servant leader.	I have nothing negative to say about you today - I hope I see this version in the next sessions too.
	You were a great leader today providing us with all the preparation insights. I appreciate that you volunteered to submit the answers and jumped into the first question. Keep going :)	Today I don't have any negative feedback, as you seem to have addressed all the issues from previous weeks
	First of all, I really liked the fact that you motivated the group with your messages in the WhatsApp group (motivational Penguin), provided structure (zoom link and assignment guidelines). You showed great leadership skills before and during the lecture and empowered every team member by asking them questions and involving them throughout.	I really liked your contributions, structure, leadership skills, and insights today. I feel like we're getting closer as a group, thanks to you, so for now I don't have any points of improvements! Keep it going!
	You were appointed as our team leader and I have to say we are very lucky! Not only you managed to organize our discussions on efficient way, you also motivated everyone before the lecture by sending motivational messages! Thanks	I was really impressed by your performance as a leader. Therefore, I have no constructive feedback for this week.

It was a pleasure being selected as this week's **leader** for my group.

Even before the class, I did my best to embrace a transformative leadership style and motivate my peers. I have also attempted to maintain a steady stream of communication, sharing links and starting a discussion on the readings. During our breakout sessions, my focus rested on nudging everyone to contribute and distilling concrete take-aways. Therefore, I am under the impression that my group appreciated my proactiveness this week. Particularly in an online setting, the conversation flow benefits from an engaged moderator, and I intend to keep this energy up.

What seemed to be **working well** is opening up a conversation by asking if anyone had any previous experiences with a subject matter and what their thoughts were (e.g. experiences in conducting interviews). On the other hand, in a team of six bright and talented individuals, it will always remain a **challenge** to find a common denominator amongst the different opinions and settling on a clear result or position. For instance, we struggled to come up with a clear recommendation for Jake in the WORLDWIDE Rx case.

Example of experiential learning 2) email communication

How can students most effectively learn about how to write professional emails. I have created this activity based on my research. First students discuss the following questions

NHH

Email communication

You are contacting a recruiter or a professor you have never met, by email.
You write in English.

- What should you pay attention to when writing your email?
- How would you address him/her? And why?

Then, I show them how they have actually communicated with me when sending me their first email

Example: your emails to me

Opening	Occurence
Dear Associate Professor Ly	1
Hi Annelise	6
Dear Professor (Ly)	5
Dear Annelise	6
Bonjour Annelise	1
Hello Annelise	1
Dear Dr. Ly	2
none	5
Dear Ms. Ly	2
Dear Dr. Annelise Ly	1

NORWEGIAN SCHOOL OF ECONOMICS

I continue my presentation showing them how my experiment has unfolded, with 2 hypotheses: 1) Is this a Norwegian phenomenon and 2) businesspeople can react negatively to such openings. There, I conducted a short survey that I show and discuss in class

H1: "Hi Annelise"→ typisk norsk! ??

Norsk epost – direkte og nedlatende

Norwegian students?
Dear Associate Professor Ly
Hi Annelise
Dear Prof. Ly
None

Hi Annelise/ no opening
Singapore
France
China
Norway
Spain
Romania
Belarus

NORWEGIAN SCHOOL OF ECONOMICS

H2: I am not the only one who reacts to such openings!

• 29 persons commented

Annelise LY
PhD, Associate Professor at NHH – Norwegian School of Economics
1w · Edited · 🌐

Quick question to recruiters/business people : How do you react when you (in your current position) receive an email starting with "Hi+ given name", or no opening at all? Context: it is your first contact with this person and he/she is looking for a job (I am trying to collect as many views as possible to illustrate a point for my next class)

👍 5 · 17 Comments

• Nationalities: Norway, France, China, The Netherlands, Russia, Columbia, Argentina, German, Israel

• Positions: General Managers, University professors, marketing Consultant, HR managers (3), IT general Managers, engineers, Regional managers of Large companies (cosmetics & pharma), journalist, navy…

Claire ███████ Hello Annelise,
For my husband (french navy officer), "hi+given name" from somebody he doesn't know looks like a spam mail. No opening at all is not possible. In the navy, opening is done with title only.
On my side, no opening at all is not possible, i would consider the sender as very rude and maybe I would also consider the email like a spam. "Hi+given name" would sound too familiar for a first contact from a student.
Like · Reply · 1w   👍 1

Irénée ███████ Dear Dr. Ly
In my line of work virtually everybody has a PhD or a PharmD. The only acceptable opening -- in Norway or anywhere else -- is therefore easy to fathom.
Yours faithfully,
Me
Like · Reply · 1w · Edited

Irénée ███████ Resume instantly gets vertically classified.
Like · Reply · 1w   👍 1

Lina ⬤ 1st   6d···
Managing Director Asia Pacific at Groupe L'OCCITANE
Dear Dr Ly,
In my current position I don't really get emails from students but when I do they usually did some research before.
1/ from french people : always polite respectful. And they use the « vouvoiement «
2/ from Chinese or Asian same.
3/ straight back to your question if I receive an opening with Hi Lina from a student I won't answer the email. Because the way you write represent the way you think . In a business context you need some EQ , soft skills , to interact with others.
Hope this helps.

NHH

Example of assignment with grading rubric

INB431   **Spring term 2019**
Annelise Ly

Guidelines for Reflection paper

In this course, you have experienced working in a multicultural group. You have also given feedback to the members of your team as well as received feedback on your own contribution.

Write an individual reflection paper (approx. 1500 words, +/- 10% excluding references) based on your experience of working in a multicultural team and of giving/receiving feedback.

In this paper, you are expected to:
- Contextualise your reflections: What are the learning goals of working in a multicultural team and giving/receiving feedback? Why do you think that your team may qualify as multicultural? What were your expectations, and what were they based on?
- Describe what happened and discuss your feelings and thoughts about the experience. Give a few, concrete examples. Have you, for instance, met any challenges in your work collaboration? If so, could you describe the challenge(s) and explain how you have attempted to solve it/them?
- Evaluate and analyse your experience based on relevant theories and concepts.
- Critically assess the theories or concepts used.
- Present the key learnings. You may answer the following questions: What have you learned? Could you have done anything differently? What are the lessons for your future career?

The tone and the structure of the paper.
This is an academic paper and you should maintain a formal tone, but you can write in the first person and use personal pronouns.
Your writing must be structured. You may use Gibbs's reflective cycle to structure your paper (see the recommended reading).

Use 1.5 line spacing throughout all your paper and a 12-size-font.

When grading your paper, the following will be taken into account (see: Rubric for reflection paper):

- Reflective thinking
- A thorough analysis
- A clear and relevant connection to theories and concepts
- A thorough discussion of the theories and concepts used
- Structure, clarity and presentation

RUBRIC FOR REFLECTION PAPER

Criteria	****	***	**	
Reflective thinking	Provides evidence of the student's own reflections and learning processes and implications for future learning.	Explains the student's reflections about his/her own learning processes.	Vague or unclear about the personal learning process. Many parts are descriptive.	Does not address the student's thinking and/or learning.
Analysis	Provides an in-depth analysis of the learning experience. The examples are well chosen and carefully analysed.	Provides an analysis of the learning experience. The examples are well chosen and analysed.	The analysis is vague or unclear. The examples are not fully analysed.	Analysis is descriptive only.
Making connections with theories and concepts. Assessing the theories and concepts	Articulates multiple connections between the learning experience and theories and concepts presented in the field of cross-cultural management. Theories and concepts are relevantly presented and critically assessed with regards to the learning experience.	Articulates multiple connections between the learning experience and theories and concepts presented in the course material. Theories and concepts are presented and critically assessed with regards to the learning experience.	Articulates connections between the learning experience and theories and concepts. However, theories and concepts used are not relevant to the learning experience. Inadequate critical assessment of the theories and concepts used.	Articulates connections between the learning experience and theories and concepts. However, theories and concepts used are not relevant to the learning experience. Does not attempt to assess the theories and concepts used.
Required components	Includes all components and meets or exceeds all requirements specified	Includes all components and meets all requirements specified	Does not include all components and/or does not fully meet the	Does not include essential components and/or does not address

> I created a rubric for grading, that I communicated to the students and to the examiners

Example of peer-to-peer feedback and reflection note

(provided above when describing the experiential learning activity)
Peer-to-peer feedback
Reflection note
Extracts of reflection notes can also be found here and here

Student deliverables. Example 1: TBL tests

Instead of "covering" the theoretical part with a lecture, students work with the syllabus at home. In class, they first complete an individual test and then a group test.
Here is the screenshot of the group tests after 4 weeks of teaching CEMS402 (V21). TBL test scores are excellent (max:40/40, min 38/40), showing that the theoretical part is understood.

Student name	TBL and global tea... Out of 10	10.02 Leadership s... Out of 10	17.02 Expatriation... Out of 10	24.02 The concept... Out of 10	TBL tests	Reflection papers	Total
	10	10	10	10	100%	–	100%
	10	10	10	8	95%	–	95%
	10	10	10	10	100%	–	100%
	10	10	10	8	95%	–	95%
	10	10	10	10	100%	–	100%
	10	10	9	9	95%	–	95%
	10	10	10	10	100%	–	100%
	10	10	10	10	100%	–	100%
	10	10	9	9	95%	–	95%
	10	10	9	10	97.5%	–	97.5%
	10	10	10	10	100%	–	100%
	10	10	9	10	97.5%	–	97.5%
	10	10	10	8	95%	–	95%
	10	10	10	10	100%	–	100%
	10	10	10	10	100%	–	100%
	10	10	10	10	100%	–	100%
	10	10	9	9	95%	–	95%
	10	10	10	10	100%	–	100%
	10	10	10	8	95%	–	95%
	10	10	10	10	100%	–	100%
	10	10	9	9	95%	–	95%
	10	10	9	10	97.5%	–	97.5%
	10	10	9	10	97.5%	–	97.5%
	10	10	9	10	97.5%	–	97.5%

Student deliverables. Example 2: the effect of providing weekly feedback and giving weekly feedback throughout the semester

Table 2 offers extracts for semester-long feedback received by two students and highlights how regular and specific feedback can lead to behavioral change. Student A seems to be shy at the beginning of the semester. Her peers, P and D, urge her to voice her opinions more and be more active in the teamwork. The extracts show how A, thanks to the feedback, participates more and more in the discussions and activities. This is also attested by other team members, G and T. At the end of the semester, P and D commend her for her contributions to the team: she has been "crucial" and is a "real professional". In the second example, student S is perceived by her team as too direct. However, extracts from week four reveal that a change has taken place, as peers notice positively how she "builds on people's opinions effectively and positively" and "asks follow up questions". One of the team members, T, who has commented on her direct way of disagreeing initially, commends her at the end of the semester for having "improved considerably".

Table 1 and 2: The effectiveness of the feedback received

Extracts of feedback received by two students
For privacy purposes, the students are anonymised. These examples are representative of the student group

Table 1: Student A		
Week	Positive feedback	Improvement points
1		"*A* could voice her own opinions even stronger sometimes" (P)
2	"*A* is active in group discussions and provide valuable input" (P) "*A* was coming up with very interesting and creative ideas for the in-class project." (G)	"*A* could have volunteered to help present our findings to the class" (D)
3	"*A* remembered a lot from the articles, and she was the one showing our answers." (G)	"I have no new remarks for A. She contributes to a fun and friendly atmosphere within the team. After we discussed the answer of the group today, she was responsible for showing the answers for our group" (D)
4	"*A* contributed to the group discussion very well, and she always comes up with good ideas and supports the others (G)	"nothing to add in the improvement part" (D) "So far so good" (T)
7	"*A* has been crucial in the work with finding our interview subject, getting access and handling the logistics around the interview. She's also contributed well to the interview guide and in the discussion around the interview itself" (P)	
8	"*A* is a real professional. She was in charge of all the communication with our interviewee and did so very well" (D)	

Example 2: Student B

Week	Positive feedback	Improvement points
1		"Some people might not be able to handle the honest disagreement that well - could express opinion a bit less directly" (T)
3		"She might come across as a little direct sometimes, so I believe one improvement could be to be more empathetic of other people's opinions." (F) "Her direct way of communicating if she doesn't agree with something. She should be aware that in some contexts, people might need some time in order to get along with it" (T)
4		"*S* is doing great at the moment, so I don't see any specific ways she could improve" (E) "Today I could not see any room for improvement for *S*." (T)
5	"She has very constructive comments and builds on other people's opinions effectively and positively." (F)	

	"*S* is very attentive asked many good follow up questions during our discussion" (E)	
6	"*S* improved considerably on the comments I made during previous sessions. This session, there was nothing she could have done better in my opinion!" (T)	

Table 2: Extracts of feedback provided by student D

For privacy purposes, the student is anonymised. These examples are representative of the student group

Week	Positive feedback	Improvement points
2	"*G* contributes to a fun and friendly atmosphere within the team." "*T* is doing well. Keep up the good work."	
5	"*A* is always clear in the way she communicates, whether it be online or face to face. She also came up with a good option on who to interview for the fieldwork." "I see *P* taking on some leadership roles more frequently, and I think he is doing that well. He also cares very much about everyone in the team feeling good." "*G* is good at keeping the team positive in these difficult Corona times. Also she had valuable suggestions when deciding who to interview for the fieldwork."	
7	"*A* is a real professional. She was in charge of all the communication with our interviewee and did so very well. Also, she took great notes during the interview». "When group discussions are about to become a bit more serious, *P* always brings us back on track."	"During group discussions, A often finds a way to start talking about a completely unrelated topic. Although often interesting, this works rather distracting." "*P* has done great this week, no new improvements for now."

F. Asking for feedback

Examples of sources to ask for feedback

Mentimeter

CEMS402, 17.02.21

How do you experience the course so far? How can you/I improve the course exp?

I think the course is well done and your input/energy is really pleasing to see. However for such a course, a real life experience is very important i believe

Course is very interesting and interactive, I would personally prefer to give feedback only bi-weekly rather than every week

literacy within international groups?

Well-organized lecture :) maybe more additional reading recommendations that are not mandatory? :)

I like it so far, it is very interactive and clear what is expected from us, sometimes there is a little bit of time pressure but it is okay and makes it efficient. (another question: do you mind if we eat during class? never

Overlaps with previous courses I had - so for me nothing new so far :/ (but this only applies for me) Let's have more discussions!

Very unique course experience for leadership teaching because the class focuses on the human side of leadership instead of skills and techniques.

Classroom Screen
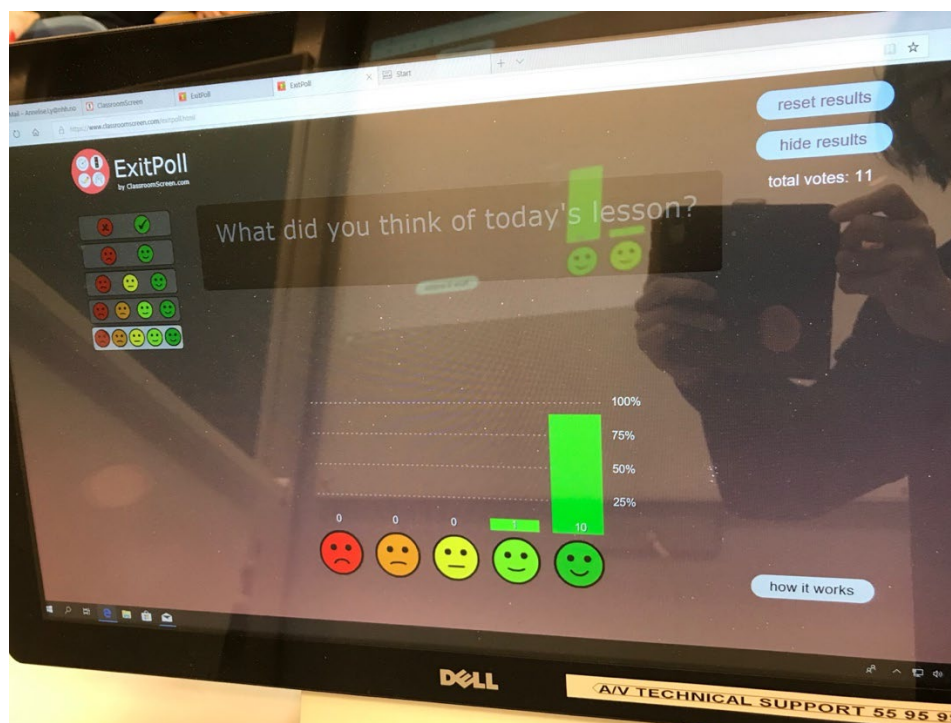
Weekly reflection notes (extracts)

"This class has made me much more aware of being cultural-biased"

"I personally find that all the different cases provide a very good basis for team discussions and are great learning opportunities. Sharing the most important findings with the whole class works well too. The cases contributed enormously to our examination of problems in a cross-cultural setting since we had to really dig deep in the different levels of analysis and look at the different aspects of the case, that is, problems and solutions."

«Honestly, I feel like I have to reflect on that even more after today since I think it is very challenging to find appropriate solutions to issues such as in the Worldwide Case."

"Furthermore, while I though the theory was more complex in today's session than in the previous ones as well, I think the cases made it clearer since they were quite interesting and challenged my mind."

"Our session today was eye-opening in many ways…"

"this class always acts as a great refreshment for previously learned theories."

"Furthermore, while I though the theory was more complex in today's session than in the previous ones as well, I think the cases made it clearer since they were quite interesting and challenged my mind."

"What I find even more interesting is now finally getting better understanding of the concepts I had already learned during my bachelor thesis, but this time with way more practical examples. To me, it feels as if now finally many different "pieces of knowledge" gained throughout my studies become to one interconnected and complex construct. This course particularly gives me the confidence to use tools to examine cross-cultural problems."

"Today's class went quite well as always, engaging and thoughts-provoking."

"Challenging us to put ourselves in somebody else's shoes forced us to think differently about the situation"

"I believe this course has given some new tools regarding problems in a cross-cultural setting. Especially, the new concepts have helped me to understand the existence of problems I have never thought about before"

"what I've learned outweighed my expectations. I really liked the breakout room activities but also the feeling of freedom and understanding during the course. I also felt much more included in the "lecture" than during comparable courses previously. The most important learning outcome from today is in my opinion realising, that online lectures can be even more effective than casual classes.»

Testimonials about supervision

Note from Victoria S. N. Schrøder.

I have acted as her main supervisor since August 2019

> Not included in the online version

Note from Anouck Jolicorps,

Anouck teaches FRA10 and FRA20

> Not included in the online version

G. Testimonials about a collegial attitude and student feedbacks

Testimonial from Kristin Rygg, FSK
with whom I have closely work for implementing and teaching FSK10

Not included in the online version

Testimonial from Beate Sandvei, FSK,
Head of the department and colleague of Spanish. I have worked closely with Beate when we implemented FRA20/SPA20 in 2019

Not included in the online version

H. Evidence of student learning

Extracts from student evaluations

Here FRA20, V19

NHH FRA20-V19 Frankrike i dag: økonomi, samfunn og kultur
Course Evaluation Results

Project Title: **Course Evaluation Spring 19 (Data)**

Course Audience: **17**
Responses Received: **15**
Response Ratio: **88.24%**

Agreement questions

	Mean	SD	Median
I believe the content of this course has been useful and relevant to my degree.	4.80	0.41	5.00
The lecturers presented the curriculum in an appropriate way	4.83	0.53	5.00
Overall, how satisfied are you with FRA20-V19 Frankrike i dag: økonomi, samfunn og kultur?	4.73	0.45	5.00

Teaching

Instructor	Instructor Presentation of Curriculum							
	Mean	SD	Median	1	2	3	4	5
Overall	4.83	0.53	5.00	0.00%	0.00%	6.67%	3.33%	90.00%
Anouck Jolicorps	4.67	0.72	5.00	0.00%	0.00%	13.33%	6.67%	80.00%
Annelise Ly	5.00	0.00	5.00	0.00%	0.00%	0.00%	0.00%	100.00%

Open Ended Feedback
What worked best in the course?

Comments
Mye muntlig dialog, lærerne snakker veldig mye fransk. Individuelle innleveringer er lærerikt
Synest det fungerte veldig bra med at vi fikk konkrete ting å forberede oss med til hver forelesning. Dette var til stor hjelp da det ble lettere å få med seg hva som skjedde i forelesningen.
the homework
Når vi pratet med sidemannen. Det er mer lavterskel enn å prate sammen hele klassen, og passet veldig fint for meg.
Variert innhold i forelesningene ga god mulighet til både muntlig og skriftlig utvikling.
Innleveringene med grundig tilbakemelding
Det at vi forbereder oss på et tema før timen og dermed kan diskutere det sammen i timen.
En velfungerende blanding av skriftlig, muntlig og tekstforståelse med gode dagsaktuelle temaer
Alt! Det var en god blanding av alt og dette var superbra!
Det faglige innholdet som bidro til å utvide ordforrådet. Videoer, forelesninger, presentasjoner og samtaler.
Det jeg syntes fungerte best i kurset er interaktiviteten foreleserne la opp til. Dette følte jeg var svært hjelpsomt og bra for alle studentene.
Den store variasjonen av aktiviteter i timene
Likte veldig godt at dagsaktuelle temaer ble trukket inn, alt i alt et veldig interessant kurs som jeg føler jeg har lært mye av. Føler meg utrolig mye mer kompetent i fransk nå enn ved studiestart!
Varierende timer, blanding av grupper og "rene" forelesninger. Fokus på muntlig aktivitet og forståelse. Likte FRA20 bedre enn FRA10
Det som fungerte best i kurset var når vi kom forberedt til timen, hadde en liten introduksjon om temaet og deretter jobbet med temaet muntlig.

Correspondance with programme directors

Not included in the online version

Student testimonials (examples)

Not included in the online version

Assessment from external examiners

Not included in the online version

Students' work as evidence of their learning

For FRA10/ FRA20: I refer to the three written tasks presented here

For INB431: I refer to how feedback *given* have improved students' skills and how feedback *provided* has improved during the semester. This is presented here.
I also refer to the excellent grades in the TBL tests after 4 weeks of class, showing that students have learned and understood the theory. (scores between 38/40 and 40/40). See here

I. Dissemination

Scientific Papers

1) Challenges of teaching intercultural business communication in times of turbulence, in Intercultural Competence: Alternative Approaches for Today´s Education, Edited by F. Dervin and Z. Gross, Palgrave McMillan, 215-236 (with K. Rygg). Can be read here

   The chapter reports on the design of FSK10. The abstract is available here: (https://link.springer.com/chapter/10.1057/978-1-137-58733-6_11).

2) Ly, 2019: Réflexions pour repenser le management interculturel, in Les Nouvelles voix/voies de l'interculturel, edited by F.Dervin & N. Augier, Le Langage et l'Homme, L'Harmattan, 23-34 (https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=63659).

   In this didactics journal in French, I explain how I view intercultural communication and provides the consequences of this approach for my research and teaching

3) Ly, Forthcoming (expected in Oct/Nov 2021): Developing future global leaders' competencies in a business school course: A case study of a course design inspired by Team-based learning, In *Advances in Global leadership* 14 (https://www.emerald.com/insight/publication/issn/1535-1203).

   The article reports on the design of the CEMS course using TBL. Can be read here

4) Ly (forthcoming, expected in 2022): Practicing and reflecting on communication issues across cultures and contexts through experiential, in class email activities. *In Critical intercultural education at tertiary level: Putting theory into practice* Edited by M Sommier, A. Roiha and M. Lahti. Routledge.

   The chapter reports on experiential activities that I have implemented in class to promote experiential learning

5) Ly (forthcoming, expected in 2022): Using the flipped classroom online method to teach foreign languages: practice, reflection and tool kit. In *Effective Online Language Teaching in a Disruptive Environment.edited by LeLoup and Swanson*, IGI Global (https://www.igi-global.com/book/effective-online-language-teaching-disruptive/265460#table-of-contents)

   The chapter reports on my experience of teaching French online during the autumn 2020

Conferences

March 2021: **Workshop on using Team-Based learning to develop leadership skills**, with Judith Ainsworth, at the Team-Based learning collaborative conference
https://julnet.swoogo.com/tblcmeeting

In this workshop, we use TBL to illustrat how global leadership skills can be developed. Participants work on an IRAT, TRAT and application activity (negotiation case). Teams then re-join the main room for simultaneous report, feedback and discussion.

October 2020: Presentation at the **panel: *Learning, Research, and Practice in Business Communication***: A Careful Balancing Act on the Road to Success, 85th Annual conference, Association for Business Communication, online (27-31.10)

In this presentation, I first describe how I have adapted TBL to develop global leader competencies. Then, based on the students 'weekly and final reflection papers on their experience of working in teams, as well as their peer-to-peer feedback, I deconstruct the teaching and learning practice: I discuss examples of student resistance during the learning process, and examples of success, and I examine how students and the instructor negotiate their and each other's identities along the way.

Under review: Workshop proposal: Developing Competencies for Communicating and Working Across Cultures in the Classroom: A Team-Based Learning Approach for the virtual ABC 86th Annual International Conference October 18-23, 2021

J. Teaching online

Screenshot from the canvas page. Instead of having the module as home page, I now use the syllabus. It gives a better overview of homework, class activities and is easier to navigate.

FRA10-H20 Fransk økonomisk språk

Aller à Aujourd'hui   ✎ Modifier

Velkommen til FRA10 Fransk økonomisk språk!

Vi skal ha **digital undervisning på ZOOM** denne høsten. Undervisningen skal foregå "live", og blir ikke tatt opp. En ny zoom lenke blir tilgjengelig for hver undervisningstime. Du finner lenken direkte i tabellen nedenfor.

SEMESTERPLAN/ Plan du semestre

Avant le cours/Devoirs	Date, horaire et lien ZOOM	Objectifs	Remarques importantes	Prof.
1) Legg inn et bilde av deg og skriv en kort presentasjon på Canvas 2) Fyll ut skjemaet og send den til Annelise	Mardi 18.08 12.15-14.00	Présenter FRA10/FRA20 Se présenter rapidement/ parler de son expérience professionnelle		Annelise
Devoirs pour le 20.08	Jeudi 20.08 10.15-12.00	Comprendre un CV et écrire son CV		Annelise
Devoirs pour le 25.08	Mardi 25.08 12.15-14.00	Parler de son expérience professionnelle		Anouck
Devoirs pour le 27.08	Jeudi 27.08 10.15-12.00	Parler de ses qualités et de ses défauts Comprendre et écrire une lettre de motivation	Distribution de l'épreuve écrite n.1	Anouck
Devoirs pour le 1.09	Mardi 1.09 12.15-14.00	Se préparer à un entretien d'embauche		Annelise

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