

Teaching Portfolio

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1. **Biography**

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

I started my university teaching as a guest lecturer in 2017 to master students at Cologne Business School and the University of Manchester. Between 2019 and 2023 I lectured bachelor and master students at the Norwegian School of Economics (NHH) as part of my 'pliktarbeid' as a PhD research scholar at NHH. From October 2023 to March 2024, I held the position university lecturer at NHH (60%). I am currently a guest lecturer in the innovation school and internship abroad master programmes at NHH.

Teaching experience at NHH:

- English for Business to bachelor students (2019-2022)
- Business communication skills to master students (2019)
- Intercultural communication to master students (2019-2024)
- Intercultural communication and practical finance to bachelor students (2024)
- Global leadership in organisations to master students (2024)

Other teaching experience:

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

Other relevant training I have undertaken:

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

2. Teaching philosophy

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

Vygotsky's learning theory

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

took longer than expected for them to understand business concepts fully. As a result, I tried scaffolding, or breaking new concepts down into smaller parts. I also supported different learning styles by approaching new concepts from multiple angles and checking students' understanding regularly.

Constructive Alignment

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

Cooperation and active learning

The teaching principles of Chickering and Gamson (1987) encourage cooperation and active learning among students while giving prompt feedback and communicating high expectations as a teacher. I apply Chickering and Gamson's principles in the following way during my teaching of the internship-abroad course at NHH: Active learning and the flipped classroom (see next section) are encouraged in workshops that include problem-solving exercises and group discussions. Active learning also occurs during the internship when the students get opportunities to reflect in writing on how their work experience relates to prior learning, intercultural theories and theories from business and economics. This should increase the possibility of making what they learn part of themselves. When the students write their draft report from the internship, they get written feedback on their reflections before submitting the final report. Students learn that feedback is central to learning and improving performance. I demonstrate a positive belief and high expectations towards the students. This comes across as a positive attitude towards them and high participation in the classroom (or on EdTech. platforms). I apply a facilitation approach in the classroom, encouraging active group participation and linking the students' responses to relevant knowledge and understanding.

The flipped classroom

I first heard about the flipped classroom during the autumn of 2019 from a colleague at NHH who had attended a summer school on teaching methods, and in January 2020, the flipped classroom method was introduced during a PhD course at UiB. I was attracted to increasing student learning and participation during classes. My teaching of intercultural communication in Master courses contains flipped classroom teaching. The learning material includes a video lecture, a few intercultural theory texts, a reflective writing guide and an organisational case study. The teaching starts with workshops with activities (carried out face to face or via Zoom or Teams). During a workshop in November 2019, I introduced a group activity that evaluated anonymised former student reflection reports aimed at helping the students focus on their reflective writing during the internship. This is a capability-

focused curriculum and working in teams to evaluate former student reports was a valuable activity to encourage peer feedback and higher-order learning.

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

References:

Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher education research & development*, 18(1), 57-75.

Biggs, J. B. (2011). *Teaching for quality learning at university: What the student does*: McGraw-hill education (UK).

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE bulletin*, 3, 7.

Vygotsky, L. (1978). Socio-cultural theory. *Mind in society*.

Whitmore, J. (2010). *Coaching for performance: growing human potential and purpose: the principles and practice of coaching and leadership*: Hachette UK.

3. Teaching and assessment repertoire

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

Course	Assessment method
Internship Abroad Master	Written report, pass/fail
English for Business	Portfolio, graded
Innovation School Master	Written report, graded
Internship Bachelor	Portfolio of presentations and reflection note, pass/fail

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

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

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

4. Supervision

I have some informal experience of supervision at the master level.

My supervision philosophy is similar to my teaching philosophy and based on unlocking a person's potential to maximise their performance, helping them to learn, rather than teaching them, as expressed by Whitmore (2010).

5. Pedagogical materials

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

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

- I have participated in the planning, design and delivery of the course INT111, which consisted of 10 ECTS. This included responsibility for designing and delivering the 5ECTS course Business English and Bloomberg Training. I also collaborated in the planning and delivery of the Internship Abroad pre-departure and post-arrival workshops during autumn 2019 and till spring 2024.
- I participated in planning and delivering a lecture at a master (CEMS) course in global leadership in February 2024.
- I have participated in assessing students' draft and final reflection reports following their internships abroad from autumn 2019 to spring 2024.

- I was course responsible for the Intern Abroad Master course during spring 2021 when my colleague was on sabbatical. I received training for this role during spring 2020.
- I have also participated in planning lessons for the English for Business elective subject at my department.
- During our annual strategy seminars, I have participated with suggestions for new teaching courses at our department.

7. Education Leadership and Management

- I was elected as representative for the temporary employees at the Department Board for 2022-23, and have participated at the Department meetings, contributing actively to making constructive changes to teaching in intercultural communication.
- I organised 'lunch and learn' presentations at the department on the Internship abroad programmes and on using the Bloomberg financial software system.
- I have been involved in a collaborative project on developing internships in South Africa, between my department - the Department of Professional and Intercultural Communication at NHH, the International Career Centre at NHH, the Department of Education Technology at NHH and the Norwegian Agency for higher education (Direktoratet for høyere utdanning og kompetanse). I contributed to obtaining the funding for this project by obtaining internship placements from companies in South Africa for NHH students. After the project had received funding and the contract signed by the rector at NHH, my role was to organise meetings with companies in Cape Town. I succeeded in scheduling the programme and travelled with my colleagues to South Africa in March 2023. The internship programme is being launched in March 2024, involving 12 students.
- I co-founded the NHH PhD association, NHH.doc in 2020 and was a board member from 2020 to 2022.
- I obtained funding from NHH in 2021 for an internal gender equality project, which involved leading an interdepartmental project group between 2020 and 2022.

8. Evidence of Student Learning

Student learning has been demonstrated in their reports reflecting on their learning from internship abroad experiences. The level of reflection increased when the reflection questions were made more specific.

The verbal and written evaluation given in February 2024 for the internship course INT111 included specific reflections on student learning.

9. Dissemination

Articles, talks and seminar contributions:

- Article: WeAreTheCity, 13th April 2023: Paternity leave, a Norwegian export
- Article:Dagens Næringsliv, 28th December 2022: Slik unngår du pinlige språktabber på engelsk
- Article:Dagens Næringsliv, 18th November 2022: Vet kvinner i Norge egentlig hva de vil?
- Seminar contribution, 1st October 2022: An introduction to Norwegian culture, arranged by Direktoratet for høyere utdanning og kompetanse
- Research presentation during the NHH alumni conference, September 2022
- Article: Vårt Land, 9th May 2022: Uheldig ekskludering av fedre
- Article: Sciencenorway.no, March 2022: Women who wish to travel are forced to share irrelevant and intimate details about their private lives
- Article: Dagens Næringsliv, March 2022: Er reiselivsbransjen klar over at vi er i 2022?
- Article: Khrono, February 2022: Utdaterte forestillinger om norske handelshøyskoler
- Article: Khrono, November 2021: Norsk språk og akademia står i et spenningsfelt
- Article: Bergens Tidende, March 2021: Forskning støtter ikke reduksjon av fedrekvoten
- Article:Nettavisen & Forskning.no, February 2021: Kjønnsnøytrale ord og titler: Uten et begrep som fedrekvote er det lite sannsynlig at norske menn ville tatt permisjon
- Talk: Women's International Shipping and Transport Association (WISTA), November 2020: webinar on intercultural communication
- Article: Dagens Næringsliv, November 2020: Hva gjør mennene og bedriftene med lønnsgapet?
- Article: Dagens Næringsliv, October 2020: Norske studenter kan få en knallsterk CV
- Article: Magma.no June 2018: Hvordan arbeide og kommunisere mer effektivt i norsk og internasjonal sammenheng?

Conference presentations:

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

10. Reflections on own educational development

My educational development has been affected by the many opportunities I have had to engage in designing and developing new courses at NHH. I have applied the principles of active learning, as presented by Chickering and Gamson (1987) and Gibbs (1999, 2012), by

emphasising student active learning. I have applied the flipped classroom, where students mainly work on cases and tasks during lessons, while reading and watching instructional videos in their own time. I ensure that classroom discussions are facilitated by me or guest lecturers following the group discussions in the classroom, to add to the students' learning. However, one issue I have reflected on is that when students are expected to prepare so well for each class, they may at times be overloaded. As a lecturer I need to be aware of the students' learning context as a whole and the competing demands from different courses. Other ideas and methods that continue to influence my teaching design and practice are a coaching approach, Vygotsky's scaffolding approach, Kolb's learning cycle and Bloom's taxonomy. I see myself as a facilitator and coach more than a lecturer. It is always good to focus on the learning outcomes as emphasised by Kolb and Bloom when designing a course and engaging with students in the classroom. Scaffolding will always remain useful when questions or explanations need to be reformulated, especially when students need more help in understanding ideas or concepts.

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

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

It has been a learning experience for me to teach students in the Innovation School from 2020 to 2024. The continuous teaching has meant having the possibility of changing the

course each year. Changes have resulted from my own reflections, student feedback and discussion, observation and collaboration with other lecturers. I have also taught reflection methods to students during this course, and I have been assessing their reflection reports. It has proven useful to have an open and flexible mindset with the aim of continuously improving my teaching.

11. Appendix

Attachments, documentation of the above

The following documentation is available upon request:

- Lesson plan for INT111, internship to South Africa 2024
- Presentation: Diversity management lesson slides 4th March 2024
- Presentation: Challenges and solutions to the Internship abroad programme at NHH 2020
- Presentation: Intern Abroad Master pre-departure workshop spring 2020, including case studies
- Presentation: Lesson slides ENG11-V2020 English for Business II (Topic: Job application and CV), including case studies
- Presentation: Guest lecture at University of Manchester 2020 (Topic: Working as an intercultural coach, trainer and facilitator)
- Presentation: Lesson plan example from teaching Norwegian at Westminster University 2019, including Kahoot game.
- Keynote presentation: Intercultural Competencies applied to the training room June 2019
- Presentation: Who decides what are essential intercultural competencies? December 2018
- Presentation: NHH career workshop September 2017
- Presentation: Guest lecture at Cologne Business School February 2017

- Weblink to the game diversophy Norway: <https://diversophy.com/products/norway>

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