TEACHING PORTFOLIO

Teaching Philosophy

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Tell me and I forget.

Teach me and I might remember.

Involve me and I learn.

Xun Kuang

The goal of my courses is to encourage students to engage with the content through deep-level learning processes: from (i) getting to know the relevant concepts and literature (ii) to thinking about and critically reflecting upon them, and finally (iii) combining, adapting or modifying them for their own practical and/or theoretical questions. I see my role in this process a *learning facilitator*: I draw on both my expert knowledge and my expertise in learning, teaching and coaching. Firstly, I provide a guiding structure for my students' learning process and, secondly, I provide feedback and support throughout that (sometimes challenging) process. These are the two aspects that are most frequently praised in evaluations of my courses: (i) Students feel that I provide them with a very clear structure and (ii) that the advice and support they received helped them to develop their own solutions. This support not only refers to the assistance I provide (e.g. regular feedback on students' work), but also my ability to foster a supportive environment in the course that allows the students to openly discuss things and help each other (e.g. in group work or when expert roles are assigned to every student for different topics). My aim is to help students develop knowledge that will not only enable them to complete the assignments in the course, but also give them the skills they need for life-long learning.

My typical 1.5-hour lectures start with an introductory part where I present an overview of the relevant content. For instance, for a lecture on corporate communication or corporate social responsibility (CSR) communication, this would include theories from communication sciences, marketing and management. The presentation would build upon a preparatory reading exercise given to the students at the beginning of the semester, with 1-2 papers for each class. Next, I often use a case study to discuss how the theories could be applied to a practical example: (1) How can the theory be applied? (2) What are the implications for this case? (3) What are the shortcomings of the theory? Then either in the last part of the lecture or during a tutorial, I let the students apply the theories to a case study of their choice. I provide guidance and structure while actively encouraging students to take responsibility for their own learning, e.g. by choosing a case study that is of personal interest to them, as this provides intrinsic motivation for learning processes. During this latter part of the course, the case study work, my job is to provide feedback for the students so that they can find their own solutions. The focus here is on providing support rather than hinting at possible solutions.

Specialization in Interdisciplinary (ID) and Transdisciplinary (TD) Teaching

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I am specialized in interdisciplinary teaching and offer thematic courses that combine insights from different disciplines, as well as team teaching courses that I carry out with colleagues from other faculties. For example, I co-taught a course on "Social Psychology and Sustainability" with colleagues who specialize in psychology and sustainability sciences. During the course, we provided students with insights from the different disciplines and discussed examples with them to demonstrate how these insights could be applied in an integrated way to solve real-world problems, e.g. sustainable fashion consumption. Everyone involved in this interdisciplinary course found it to be an incredibly enriching and inspiring learning experience, as both students and teachers were exposed to new content as well as the teaching and learning strategies used in other disciplines.

My teaching experiences taught me that applying new content is the most motivating way to learn, as it facilitates in-depth learning processes. To build on this experience, I decided to specialize in project and research-based teaching as part of my interdisciplinary teaching. This could either involve applying new content to a practical case, a research question or a combination of both. I have had particularly positive experiences with combined approaches involving theory and practice, as this offers different ways to trigger intrinsic motivation: either via an interest in scientific work and research and/or in the practical case to which it is applied. I taught several inter- and transdisciplinary project courses in which students worked on a practical case as well as a research-oriented question. At the Leuphana University Lüneburg in Germany I am part of the team that is developing a four-semester inter- and transdisciplinary project course on sustainability (see teaching concept below). This innovative teaching format will allow students to come up with their own projects and also gain key competencies such as teambuilding and project management. In my experience, a transdisciplinary approach motivates the students to work—often far more than is required for the assignment—as they strive to find the best solution for their project partners (e.g. companies, planners, NGOs). The students also learn how to overcome the challenges that emerge throughout the project work. At the end of such courses, almost all my students tell me they are very proud of the outcome of their project as well as the skills and knowledge they acquired along the way. For me, this is the most important aspect: knowing that I aided my students in their development.

Teaching Experience

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During my work as a research assistant as well as a visiting researcher, I developed and delivered 14 lectures, seminars, guest lectures and ID/TD project courses in Germany and abroad. The lectures were presented in either German or English and covered topics such as research methods, corporate social responsibility (CSR), sustainable consumption and socio-technical transitions. An overview on my teaching is shown below.

In addition, I supervised more than 30 Bachelor and Master's theses. I also assisted with the supervision of PhD students at the Leuphana University Lüneburg and at the Royal Institute of Technology (KTH) in Stockholm, Sweden. At KTH, I am currently the second supervisor for a PhD on energy behavior.

Teaching Experience – Complete List

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Summer Semester 2019

- Transdisciplinary project course: Connect to Transform: Understanding Commercial-Public-Civil Society Collaborations for Sustainable Energy and Mobility Transitions, team teaching with Prof. Paul Upham, Leuphana University

Summer Semester 2018

- Transdisciplinary project course: Sustainable Consumption Part I, Leuphana University
- Guest lectures for the course: Transdisciplinary Approaches for System Innovations, Royal Institute of Technology (KTH), Stockholm
- Guest lecture 'Customer Engagement in Energy Storage in Sweden and Portugal' for the course: Consumer Behavior and Communication, Leuphana University

Winter Semester 2017/18

- Transdisciplinary project course Sustainable Consumption Part II, Leuphana University
- Corporate Responsibility Communication, seminar, Leuphana University

Summer Semester 2017

- Transdisciplinary project course: Sustainable Consumption Part I, Leuphana University

Summer Semester 2016

- Bachelor Colloquium, Leuphana University

- Guest lecture on Corporate Social Responsibility & Sustainable Consumption, Catholic University Croatia, Zagreb

- Guest lecture on Qualitative Research Methods as a visiting lecturer at Fresenius University of Applied Sciences, Hamburg

Winter Semester 2015/16

- Online CSR Communication research seminar for Master's students (Management & Marketing) in cooperation with Volkswagen and the sustainability consultancy akzente, team teaching with Prof. Dr. Sigrid Bekmeier-Feuerhahn, Leuphana University

Summer Semester 2015

- Communication and Media, case study seminar, Leuphana University
- Guest lecture on Corporate Social Responsibility Communication for the course: Introduction to Sustainability Communication, Leuphana University
- Social Psychology and Sustainability, interdisciplinary seminar, team teaching with Prof. Dr. Hans-Joachim Plewig and Prof. Dr. Roman Trötschel, Leuphana University

Winter Semester 2014/15

- Corporate Social Responsibility Communication, seminar, Leuphana University

Summer Semester 2014

- Corporate Social Responsibility Communication, seminar, Leuphana University

Winter Semester 2013/14

- Too Good to be True? Social Desirability Bias in Audience Development Studies, interdisciplinary seminar, team teaching with Dr. Andreas Heinen, Leuphana University
- Truth and Fabrication – The Problem of Social Desirability Bias in Surveys, interdisciplinary seminar, team teaching with Prof. Dr. Sigrid Bekmeier-Feuerhahn, Leuphana University

Summer Semester 2013

- Corporate Social Responsibility Communication, seminar, Leuphana University

Teaching Concept: Inter- and Transdisciplinary Project Course on *Sustainability Transitions & Sustainable Consumption*

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The following section provides an overview on my inter- and transdisciplinary project course on *Sustainability Transitions & Sustainable Consumption*. This is a two-semester course that introduces students of all disciplines to the concept of inter- and transdisciplinary sustainability research. It provides an excellent opportunity for all kinds of students to gain a basic understanding of sustainability research and encourages them to integrate the topic of sustainability in their respective research fields. I taught this course twice at Leuphana University Lüneburg for students from a broad range of disciplines, including cultural sciences, business studies and law. In addition, I taught/co-taught modified one-semester versions of this course at Leuphana University Lüneburg and at the Royal Institute of Technology (KTH) in Stockholm. At KTH, this course was offered to engineering students as part of an international *Smart City* Master's program. This highlights the potential of my teaching concept to advance the complementarity of the natural sciences, the social sciences, and the humanities.

While this table only provides an overview, more details can be found in the full teaching concept in Attachment I. It includes a detailed description of the constructive alignment between the learning objectives, the project work in the course and the assignments. I also use the full teaching concept document when introducing the course to students, as it gives them clear guidelines for the very complex project work.

Target Group	Students from all disciplines, e.g. in the form of a minor or as a project course in the curriculum; Bachelor and Master's students; Methodological knowledge (e.g. quantitative research, qualitative research, transdisciplinary methods) is an advantage but can also be integrated into the course
Scope	Four contact hours (SWS)/week; max. 20 students
Content	- The course starts with an introduction into the topic of *Sustainability Transitions and Sustainable Consumption*. - Students are taught about different research strands within the field and receive input about real-world challenges (usually from a guest speaker who is a practitioner in the field) - Based on this input, they form project groups (three or four students) and choose their own project - Short methodological input adapted to the students' projects, e.g. interview design - Students then start their research; the teaching and data collection are carried out in parallel. *Note:* This requires a lecturer with a broad methodological background (e.g. my research covers qualitative, quantitative, mixed and TD methods). Other options which have proven to be very suitable are team teaching or collaboration with experts at the university's method center. The latter also has the advantage that students get to know the method center and learn how to properly request feedback and advice. This has

	proven to be valuable preparation for their Bachelor/Master's thesis. • During this time, students regularly present updates about their projects and the teaching input is adapted to their needs, with the overall goal of empowering them to independently conduct a research project that meets scientific standards. Expert roles are also assigned to students within the seminar and/or within the project groups, e.g. expert in data analysis programs such as SPSS or Maxqda. This lowers the students' workload while also helping them to develop strategies for teamwork (e.g. division of tasks and competencies). • At this stage the course is split up between the students' presentations, short periods of teaching (new input) and the provision of advice/support for the groups. • At the end of the course, each group presents their project and the students receive feedback to support their final report writing.
Assignments	Final presentation of the research project; written project report focusing on a learning perspective (e.g. learning diary) which is due in the first semester, and the same information delivered in the form of an article in the second semester (see Attachment I for more details)

Further Teaching Activities

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Advising and Supporting Students

In addition to delivering lectures and supervising Bachelor/Master's/PhD theses, I offer advice to students regarding various aspects of their studies (e.g. study abroad options, internships, specializations). At Leuphana University I was involved in a structured advisory program (*Studienreflexion*) and also offered advice to individual students during one-on-one sessions. My goal is to support students in their career plans, either in business or academia. For students interested in pursuing a business career, I offer careers counselling about the different industries and fields of work, and often help to arrange internships. For students interested in an academic career, my services usually include providing information about academic work and pathways, and helping students find interesting job adverts (e.g. relevant mailing lists). I also offer them opportunities for joint conference submissions, co-authored publications and joint projects (e.g. as part of a seminar, their Bachelor/Master's thesis or a Student Assistant job). A list of the latter activities is provided below, including conference presentations and publications. Background information and the students' names are shown in italics.

Research-based Training: Publications and Conference Presentations with Students

Hetze, K.; Bögel, P. M.; Glock, Y.; Bekmeier-Feuerhahn, S. & *Emde, A. (Master's student in Business Development; joint work started in a seminar and continued during the student's employment as a Student Assistant)* (2019): Online stakeholder dialogue – Quo vadis? An empirical analysis in German-speaking countries, *Corporate Communications: An International Journal, ,* 24 (2), 248-268.

Bögel, P. M.; Brstilo, I.; Bekmeier-Feuerhahn, S.; *Sippel, C. (Bachelor student in Studium Individuale; joint work started during a seminar and then the student volunteered to continue working on the project to gain academic work experience; she is now applying for a PhD position)* (2018): Socio-Cultural Differences in Understanding and Development of Corporate Social Responsibility (CSR) in Germany and Croatia, in Tench, R.; Sun, W. & Jones, B. (eds.): The Critical State of CSR in Europe. Emerald Group Publishing.

Bögel, P. M.; Brstilo, I.; Bekmeier-Feuerhahn, S.; *Sippel, C.* (2017): The Heterogeneity of Sustainability Attitudes: Findings from a Cross-Country Study, presentation, International Conference on Environmental Psychology, Ã Coruna, Spain, 30.08.–01.09.2017

Bögel, P. M.; Cotton-Chan*, V.; *Ulsamer, L. (Master's student in Management & Marketing and a Student Assistant; the project work was conducted as part of her Master's thesis);* Bekmeier-Feuerhahn, S. (2017): Cultural Differences in the Credibility of Cause-Related Marketing Campaigns – A Sino-German Comparison, presentation, 24th International Public Relations Symposium Bled Com, Bled, Slovenia, 30.06.–01.07.2017

Bögel*, P. M., Brstilo, I.; *Sippel, C.* (2016): Sustainable Fashion Consumption and the Role of CSR Communication in Germany and Croatia, presentation, Fachtagung der Gesellschaft für angewandte Wirtschaftspsychologie, Hamburg, Germany, 26–27.02.2016

Bögel, P. M., Bekmeier-Feuerhahn, S., Herbrik, R.; *Zeuschner, H. (Bachelor student; her Bachelor thesis was part of a larger research project; she also presented at the conference)* (2015): Influence of

Prior-Held Beliefs on Consumers' Evaluation of CSR Reports, presentation, Fachtagung der Gesellschaft für angewandte Wirtschaftspsychologie, Heide, Germany, 20–21.02.2015.

Bekmeier-Feuerhahn, S., Bögel, P. M., Herbrik, R.; *Kron, M. (Bachelor student; Bachelor thesis was part of a larger research project; joint presentation at the conference)* (2015): CSR Communication: Trigger of Crisis Risk?, presentation, Fachtagung der Gesellschaft für angewandte Wirtschaftspsychologie, Heide, Germany, 20–21.02.2015

Guest Lectures

- Co-lecturer for the course: Transdisciplinary Approaches for System Innovations, Royal Institute of Technology (KTH), Stockholm, summer semester 2018

- 'Customer Engagement in Energy Storage in Sweden and Portugal', course: Consumer Behavior and Communication, Leuphana University Lüneburg, summer semester 2018

- 'Corporate Social Responsibility & Sustainable Consumption', Catholic University Croatia, Zagreb, summer semester 2016

- 'Corporate Social Responsibility Communication', course: Introduction to Sustainability Communication, Leuphana University Lüneburg, summer semester 2015

Training and Certificates

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Teaching Certificate Program

To further my own development as a lecturer, I took part in the teaching certificate program at the Leuphana University Lüneburg. The program consists of eight workshops (two days each) that cover the basics of teaching and also include specialized courses on innovation in teaching and research-oriented teaching. A list of all the courses in shown below.

Course	German Title	Work Units
(0) Introduction	(0) Einführung in das Programm	4
(1) Potential analysis	(1) Potentialanalyse	12
(2) Lecture, teach, study	(2) Lehren und Lernen	16
(3) Assessment I	(3) Prüfen I	8
(4) Assessment II	(4) Prüfen II	8
(5) Innovate teaching	(5) Lehre innovieren	16
(6) Advise and supervise	(6) Beraten und Betreuen	16
(7) Collegial consultation	(7) Kollegiale Beratung	4
(8) Evaluation and feedback	(8) Evaluation und Feedback	16
(9) Research and study	(9) Forschend Lernen	16
Additional courses		
(12) Teaching portfolio	(12) Lehrportfolio	4

Additional Activities

In addition to the certificate program, I regularly attend workshops, seminars and talks about teaching (e.g. on Liberal Arts Education; method teaching), especially with regard to interdisciplinary and research-based teaching. Team teaching, my role as a supervisor and feedback from students all provide me with further significant input that helps me to improve as a lecturer and gives me the opportunity to try out new teaching methods, evaluation techniques and assessment tools. I am always eager to new learn new things and it is this enthusiasm for learning and self-development that I want to share with my students.

To further develop research-based teaching concepts, I have been active in lecturer meetings at Leuphana University Lüneburg with regard to the project courses of the Sustainable Development minor. These meetings usually take place twice each semester and give lecturers the opportunity to share their experiences with this teaching format, pool expert input (e.g. from the didactics' center) and discuss the development of joint modules for courses (e.g. joint method input) as well as the general development of course programs, e.g. assignments.

Evaluation/Feedback

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I view the students' course evaluation as one of the most important tools for improving my courses as well as fostering my development as a lecturer in general. Therefore, I combine several forms of evaluation and feedback in all my courses; this includes an interim evaluation and a final evaluation. For inter- and transdisciplinary courses, these evaluations are accompanied by a short round of 'Flashlight Feedback' (5-10 minutes) at the beginning of each lecture.

The table below is an illustrative example of these evaluations. It shows the feedback provided by one cohort of the two-semester inter- and transdisciplinary project course on *Sustainability Transitions and Sustainable Consumption.* In both semesters, qualitative evaluations were conducted in addition to the quantitative evaluation (survey). In the summer semester this was done in the form a focus group moderated by the lecturers, while SHIFT was used in the winter (second) semester. SHIFT is a qualitative feedback method designed to change perspectives and encourage dialog about teaching. SHIFT provides an opportunity for lecturers and students to directly discuss the course's learning and teaching conditions. The discussion is moderated by an external host and lecturers and students can give each other feedback and accept joint responsibility for learning and teaching outcomes. SHIFT was developed in cooperation between Leuphana Teaching Evaluation, the Leuphana Teaching Service, the 'Leuphana ... on the right track!' network (LadW) and the Leuphana Method Center.

The main findings from the evaluations and their implications for course improvements and personal development:

• The free choice of projects considerably increased the students' intrinsic motivation and helped them to stay motivated throughout the challenging project work	• Free project choice is offered for the two-semester courses; for one-semester formats this often takes too much time – instead the students are presented with several cases which they can choose from and they can adapt their chosen case study based on their interests
• Students valued the adaptive structure of the course	• A guiding seminar plan is provided and then adapted throughout the course in close consultation with students
• Students complained that there were too many presentations/questions about the status of their projects	• For the next cohort this has been shortened yet it still remains a key part of the start of every seminar, because project updates are essential for the adaptive structure which was highly valued by students; the reasons for this procedure are now explained at the beginning of the semester
• The individualized and group-based advice was perceived very positively	• To ensure the workload for lecturers remains manageable, the balance between teaching input and the provision of advice/support is still

	under development. At the moment, we are trying out a mixture of joint input formats (e.g. methods) in combination with individualized advice
• The full weekend at the beginning was helpful for starting the project	• One or two longer blocks throughout the semester for concentrated work phases
• Quite a (positive) surprise was that students highly valued the statistics coaching provided by an external expert	• This implies that students are generally interested in methods (contrary to what is sometimes reported) however they need to see direct applications to really experience the value of methodological approaches for creating scientific knowledge that helps to solve real-world problems; this experience is made possible by the transdisciplinary format
• The heterogeneity of projects was sometimes perceived as difficult	• Next time students will be provided with an overarching theme (e.g. energy transitions), while still being allowed to choose their own project topics (the second cohort showed that the free choice of project topic is more important for motivation and the learning process than the homogeneity of the project topics)
• The structure was not clear from the beginning of the first semester	• Structural improvement required; either only one lecturer or better alignment between members of the teaching team (the latter is very time-consuming)

The most positive overall feedback I received was that the students felt supported and encouraged to develop their skills, thanks to my high level of motivation and enthusiasm for research and teaching:

 "intrinsic motivation of the teaching staff means that the students grow and develop with their assignments"

Attachment I: Teaching Concept (detailed)			
Learning Objectives	**Learning Activities (Way to the Goal)**	**Examination Type** **Learning Portfolio – The Process Perspective**	**Examination Type** **Presentation – The Product Perspective**
The students can use their existing expertise for a project topic	by determining what aspects of their research and theoretical expertise is relevant to their project topic.	Summary of journal articles on the project topic	
The students can acquire additional relevant knowledge about a project topic	by reflecting on what additional knowledge they require after the initial step and by looking for and reading new (journal) articles on theory and the state of research.	✓ Has literature relevant to the project topic been selected/researched if necessary? ✓ Note: Expert interviews for exploration, transcription or summary can replace a maximum of two texts ✓ Is a comprehensible summary of the texts presented?	
The students can use their existing methodological knowledge for a project topic	by considering which methodological knowledge is relevant to their project topic.	Description of the methodological knowledge	
The students can acquire further relevant knowledge about the methodology	by reflecting on their knowledge gaps after the initial step and by independently looking for further information about methodologies and reading it thoroughly.	✓ Have (relevant) methods been found and described in an intelligible way?	
The students are able to apply their knowledge to an ID/TD project	by reflecting on their specialized and theoretical knowledge related to the project and deriving research questions and/or hypotheses from it.	Professional review of the above-mentioned content in relation to the project	

		✓ Which content is relevant for the project? To what extent is it relevant → What can be derived from it? How can different content be linked during the implementation (ID perspective)? Which challenges are associated with this? Which solutions can be found? Reflection on the learning process ✓ To what extent did the research/reading help with the implementation of the project? What is still missing? What has to be done to bridge this gap?	
The students are able to apply their methodological knowledge to an ID/TD project	by reflecting on their methodological knowledge with reference to the project and by using this knowledge to create a research design.	Professional review of the above-mentioned methodological content in relation to the project ✓ Is the choice of methodology well justified? ✓ Was the chosen method practically applied? ✓ Were there any challenges that have been reflected upon? Reflection on the learning process	

		✓ To what degree did the research/reading help with the implementation of the project? What is still missing? What has to be done to bridge this gap?	
The students can design and implement an ID/TD project	by identifying a research question and designing and implementing a (research) project based on existing and newly acquired technical, methodological and project management knowledge.	Project management and project planning ✓ How well was the project work carried out as a team? → Process visualization and reflection that takes into account the newly acquired concepts	Development of a project design (evaluation criteria): *Theory* ✓ Is the research question precisely worded and manageable? ✓ Is the question based on today's practices and the current state of research? ✓ Is relevant literature on the state of research included and concisely summarized in relation to the research question? ✓ Is the project design adequately supported by theory? Are several disciplinary perspectives (ID) reasonably linked with each other? *Methodology*

			✓ Is the chosen methodology justified in accordance with the research question? If applicable: Is the TD perspective taken into consideration? ✓ Is the methodological approach clearly specified and comprehensible? ✓ Is the timeline for implementing the methodology feasible? Outlook for the second semester: Written in the form of a project report that will contain the theory and methodology: *Presentation of results* ✓ Are the statistical/qualitative evaluation procedures explicitly described and explained? ✓ Is the presentation of the results conclusive and comprehensive? ✓ Are conclusions drawn from these results and then reviewed? *Discussion*

			✓ Are questions and results conclusively summarized in relation to each other? ✓ Are possible consequences of the results and possible ways of implementing the results described and discussed? ✓ Are the limitations of the project reflected upon and approaches for possible further steps identified? ✓ Is a conclusion reached?