

# ASPEN UNDERGRADUATE CONSORTIUM

Featuring  
The Business  
of Teaching

JUNE 17 – JUNE 20, 2018  
COPENHAGEN BUSINESS SCHOOL



# ASPEN UNDERGRADUATE CONSORTIUM

## Featuring The Business of Teaching

### **Welcome to the 2018 Aspen Undergraduate Consortium, featuring The Business of Teaching!**

‘Blending’ offers us the chance to imagine, craft new connections, and create something entirely new in our teaching. ‘Blending’ offers students the chance to co-create with us and reveals to students more about *why* we teach what we teach. What happens – to us, to our students – when we push ourselves up against that with which we blend? What is uncovered as we hold to our own disciplines, but invite another in? What happens when we move to the periphery of what we are comfortable with?

The Aspen Undergraduate Consortium and The Business of Teaching have worked over the last year to engage with these questions while giving shape to our agenda for the next 2.5 days. To enliven the imagination of the participating teams and to promote a concrete working atmosphere throughout the workshop, we offer a variety of sessions that all bring together faculty from different disciplines to work on identifying new learning opportunities. We hope that this will enable participating teams to return to their home institutions with new insights and strengthened commitments to teach new integrated courses.

Specifically, our agenda features:

- Deep dives into exemplary teaching—at the heart of the convening, participants will examine (and experience) each other’s teaching—and workshop distinctive elements and themes. These sessions are designed to give participants new insights and actionable ideas for their own teaching.
- An exploration of the notion of ‘blended learning’—as a touchstone throughout, we’ll consider how we might re-imagine student learning, animated by the notion of blending. How do we teach across disciplines, across space and time, across virtual and real spaces?
- Corporate voices—a select number of business executives will join us as co-developers of business leaders of the future. What kinds of new learning and development resonate in today’s business climate? What are businesses seeking to achieve in their own training and development efforts?

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- Dialogues with the city, self, and colleagues—to enliven the imagination of participants and maximize learning, our agenda will include a carefully designed city tour, time for reflection, and time to connect with peers at schools from the U.S. and Europe.

We warmly thank our sponsors and look forward to our time together!



Claire Preisser  
Associate Director  
The Aspen Institute  
Business & Society Program



Rasmus Johnsen  
Associate Professor  
Copenhagen Business School

Thank you to our supporters and sponsors!

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### Sunday, June 17

**7.00-9.00 PM Welcoming Reception – Crafting Learning** (St. Thomas Church)  
See map and more information below

### Monday, June 18

**9.00-10.00 Welcome** (Kilen, KS43, Plenary)  
Gregor Halff, Dean of Education, Copenhagen Business School  
Claire Preisser, Associate Director, The Aspen Institute Business & Society Program  
Rasmus Johnsen, Associate Professor, Copenhagen Business School

**10.00-11.00 Session 1 – A Humanities Business Card** (Kilen, Breakout Rooms)

**11.00-11.30 Break**

**11.30-1.00 Session 2 – Reimagining Blended Learning** (Kilen, Breakout Rooms)

**1.00-2.00 Lunch** (Solbjerg Plads, Rotunden)

**2.00-3.00 Session 3 – Blending Learning in Context** (Kilen, KS43, Plenary)  
Annemette Kjærgaard, Vice Dean, Copenhagen Business School  
[Alfred Vernis Domènech](#), Sustainability Academic Director, [Inditex](#)  
Judith F. Samuelson, Executive Director, The Aspen Institute Business & Society Program

**3.00-3.30 Break**

**3.30-6.00 Session 4 – Invisible Cities** (City Tours!)

### Tuesday, June 19

**8.45-9.15 Session 5 – Ambassador Reflections** (Kilen, KS43, Plenary)  
Ulrike Landfester and Jörg Metelmann, University of St. Gallen

**9.30-11.00 Session 6 – How Would You Blend That?** (Kilen, Breakout Rooms)

**11.00-11.30 Break**

**11.30-1.00 Session 7 – How Would You Teach That?** (Kilen, Breakout Rooms)

**1.00-2.00 Lunch** (Solbjerg Plads, Rotunden)

**2.00-2.45 Session 8 – Walk ‘n’ Silence** (Frederiksberg Garden)

**2.45-3.30 Session 9 – Highlights / Benedictine Round** (Frederiksberg Garden)

**3.30-4.00 Break**

**4.00-5.30 Session 10 – Exploring Boundaries and Uncovering Connections** (Kilen, Breakout Rooms)

**5.30-6.00 Joint walk** through Frederiksberg Garden to The Cisterns in Søndermarken

**6.00-7.30 Cocktail Reception – In Is the Only Way Out** (The Cisterns)

### Wednesday, June 20

**8.45-9.45 Session 11 – Ambassador Reflections** (Kilen, KS43, Plenary)  
Ian Lapp, Babson College, and Lynn Wooton, Cornell University

**10.00-11.00 Session 12 – Teaching Immersions** (Kilen, Breakout Rooms)

**11.00-11.30 Break**

**11.30-1.00 Session 13 – Teaching the Business of Teaching** (Kilen, Breakout Rooms)

**1.00-2.00 Celebratory Lunch** (Kilen, Atrium)

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**Welcoming Reception – Crafting Learning: blending and the muses of business education**  
w/ student chaplain at Copenhagen Business School Charlotte Cappi Grunnet

‘Blended learning’ is usually defined as the combination of online digital media with traditional classroom methods. But is technology the only way that learning blends? And are all social media digital? On this Sunday evening, we invite those of you who have already arrived in Copenhagen to an informal glass of wine and a welcome event in the St. Thomas Church – a ‘social medium’ in its own right – on Frederiksberg. We’ve invited a chaplain, an actor, and a musician to explore how Henry Mintzberg’s seminal text ‘Crafting Strategy’ blends in poetry and music with the announcement of “the good news.”

Sct. Thomas Kirke (St. Thomas Church)  
Rolighedsvej 16,  
1958 Frederiksberg C

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### Session Descriptions

[Blue](#) underlined text is hyperlinked.

### Session 1 – A Humanities Business Card

Kilen, Concurrent Breakouts

Our introductory workshop gives you the opportunity to present yourself and your ideas about being a teacher, using your unique ‘humanities business card.’ This workshop is designed to help you get to know the people that you will be working with over the next two days. It also addresses the question about what it is that ‘makes us tick’ as teachers, identifying and discussing the pedagogical ‘drivers’ that should be at the heart of every great course.

Business cards are long out of fashion in these social media days. So we’ve invented a new kind of business card. To this end we ask you to do the following:

- Take a moment to reflect on yourself and your identity as a teacher. How do you perceive yourself? What are your challenges? Your strengths and your weaknesses? What do you think especially characterizes you?
- Now think of a favorite novel of yours (yes, you have to choose a novel) that you feel reflects a teachable moment. It may be a character in the book that inspires you. It could also be the story itself that makes you tick. Or maybe some incident in it?

**Before leaving for Copenhagen, pick up a paperback copy of the novel in your favorite bookstore. Or bring your own copy if you’re not too attached to it and feel you can give it away when you leave.**

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### Session 2 – Re-imagining Blended Learning

Kilen, Concurrent Breakouts

How do we recapture the notion of blended learning from the fairly narrow agenda of introducing technology in the classroom? In this first workshop session, we focus on identifying the intersections that we already learn from in our courses and the ones we want to add. Can we constructively describe the teaching opportunities that emerge at the intersection between the classroom and its outsides? Between disciplines? Between the role of teacher and student? And how do even begin to evaluate their transformative potential?

/A: [Re-Imagining Capitalism](#), Ester Barinaga, Bontu Guschke, Christina Lubinski, and Christoph Viebig (Copenhagen Business School), with respondent Sarah Queen (Connecticut College)

Room KS48

/B: [Business and Its Publics: Inquiry and Discourse](#), Matt Statler (NYU Stern) and [Community Engagement, Social Justice and Business](#), Karen Balcom (McMaster University)

Room KS54

/C: [Global Environment of Business](#), Laura D'Antonio (George Mason University) and [Ecotourism and the Business of Protecting Nature](#), Julie Youngman (Washington & Lee University)

Room KS71

/D: Measures and Criteria for Evaluation, hosted by Ulrike Landfester and Jörg Metelmann (University of St. Gallen) and featuring:

[Why Business?](#), Matthew Phillips (Wake Forest University)

[Business, Society and Ethics](#), Kabrina Chang (Boston University)

Room K146 (and later also room K150)



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### **Session 3 – Blending Learning in Context**

Kilen, KS43, Plenary

What changes in higher education and business practice call us to the notion of blending? As we think about our students and new hires, what capacities do they most need to navigate their careers—and to make positive contributions to society? We'll reflect here on two oft-cited logics for undergraduate education—one framing the value of the education as practical career preparation and the other as the development of critical thinking. We'll explore what might be possible if we fuse these logics—and we'll hear what and how participants are blending on their own campuses.

### **Session 4 – Invisible Cities**

City Tours!

The Italian writer Italo Calvino's classic *Invisible Cities* (1972) is constructed as a dialogue between Marco Polo and the aging emperor Kublai Khan, where the explorer is describing the 55 extraordinary (and imaginary) cities that he visited on his journeys. Octavia, for example, is a city made of spider webs, suspended above an abyss in a way that can't possibly last—echoing the dilemma of real cities made fragile by a changing climate.

At this year's convening, we want to pick up where Calvino left off. How can we make our cities visible as teaching opportunities by breaking out of the classroom? To this end, we've organized four concurrent 'city walks' which each in their manner explores how the cities surrounding our institutions can be brought into our courses.

/A: Drift Club

Drifting is a playful walk without a destination, wherein participants take turns leading each other through the urban landscape and listen to a synchronized soundtrack. On this city tour, we invite you to drift with Thibault Schieman, organizer of the Berlin-based Drift Club. Drifting is for the joy and pleasure of getting lost, following the impulses of fellow players, taking part in a shared atmosphere through music, and experiencing the city in a novel way – and it is for learning how to experience context in a novel way. In 2017, the drift was added to the Cultural Protocols – an open culture series that aims to explore and expand the cultural practices of our everyday life. The drift ends with a collective reflection on how such practices may inspire our teaching practices. You can read more about the project here: [driftclub.cc](http://driftclub.cc) and here: [culturalprotocols.cc](http://culturalprotocols.cc)

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### /B: Urban Mini-Ethnography

On this city tour, we explore one of Copenhagen's most interesting, contested and buzzing streets: Istedgade, connecting Vesterbro and Frederiksberg. Here we will engage with urban atmospheres and affects as they are enacted and lived on the street and explore how they can be used as teaching opportunities for business students. We will begin with a short session introducing simple ethnographic methods and backgrounds before participants walk the street in small teams or alone; resting, sensing, observing, we will explore and document the moods and effects in the area. Following the tour, we gather in a nearby café to reflect on our observations and collected material over coffee or a glass of wine.

### /C: Urgent Agency

Urgent.Agency is an interdisciplinary design agency merging culture analysis and design thinking. On this city walk, we have invited co-founder of the company Christian Pagh to take you on a trip through Nørrebro, a blooming part of Copenhagen, known for its diverse urban cultures. With us, Christian will explore places such as Superkilen and Jægersborggade and discuss how the city can be used as a teaching opportunity in business education. Christian will also discuss the curriculum and course design of the course "Design thinking and concept development", which he teaches at the program of Philosophy and Business Administration at CBS. Main themes are -- culture analysis of user needs, cultural patterns, insight generation and concept development - focusing on developing new solutions related to shared living. You can read more about Urgent.Agency here: <http://urgent.agency/>

### /D: Primer

[Primer](#) is a platform for artistic and organizational development located in the 7000 m2 headquarters of [Aquaporin](#), a global water technology company. The platform was established by the transdisciplinary studio [Diakron](#) in late 2016, after an invitation by Aquaporin to introduce art into their organization. This city tour includes a presentation of the bio-tech factory and a discussion of how Diakron operates in the factory, curating exhibitions in the space, facilitating collaborative artistic projects, teaching students and initiating lectures for company employees. This will take us into broader discussions of how art and other creative practices of knowledge might blend with 21st-century industries. You can read more about the project here: <https://www.nytimes.com/2018/03/06/arts/copenhagen-artists.html>

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### **Session 6 – How Would You Blend That?**

Kilen, Concurrent Breakouts

What is the right recipe for blending the humanities and liberal arts with business education? In this session, we invite our participants to focus on identifying teaching opportunities at the intersections between disciplines and on constructing practical interventions that can be used in the classroom. The goal of the workshop is to facilitate a discussion of how the so-called 'core' disciplines of business studies, like finance, accounting and economics can be combined with and draw on other disciplines.

/A: Philosophy and Business – [Philosophy of Social Science](#), Harris Sondak (The University of Utah)  
Room KS48

/B: Literature and Business – [Business and Society](#), Leila Austin (George Mason University)  
Room KS54

/C: Art and Business – [Art and Imagination](#), Mavis Biss (Loyola University)  
Room KS71

/D: History and Business – [History of Capitalism](#) and [History of Poverty, Privilege, and Protest](#), Karen Balcom (McMaster University)  
Room K146

/E: [Theology and Business](#) – Moses Pava (Yeshiva University) and Stefan Schwarzkopf (Copenhagen Business School)  
Room K150

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### **Session 7 – How Would You Teach That?**

Kilen, Concurrent Breakouts

Contemporary issues and societal challenges work best as learning opportunities, not when they are engaged within abstract reflection, but when we engage with them in ways that challenge taken-for-granted, everyday practices. But how do we articulate current issues in learning spaces in ways which ensure that engaging with them may change the way we understand and deal with ourselves? In this session, we address 'problem-scaling' as a method to create problems that are pedagogically fit for the classroom by engaging practically with how to teach some of the most pressing challenges of our times.

/A: Google Memo – Niklas Birksted and Morten Thaning (Copenhagen Business School)

Room KS48

/B: Refugee Camps – Maximilian Schellmann (Copenhagen Business School)

Room KS54

/C: Facebook – Kasper Worm-Petersen (Ekstra Bladet)

Room K146

/D: Future of Work – Bill Sullivan, Senior Scholar (New American Colleges and Universities); Martin Martinoff, Programme Manager, (ICAEW – The Institute of Chartered Accountants in England and Wales); and [Plamena Pehlivanova](#), Teaching Fellow (UCL Institute of Education)

Room KS71

### **Sessions 8 & 9 – Walk'n'silence and Benedictine Round**

Frederiksberg Garden

From the perspective of most teachers, silence in class is a negative, perhaps even unpleasant experience. From the perspective of students, however, silence need not be passive but may provide a 'breathing space' in which reflection and imagination take the place of ready-at-hand knowledge, allowing new insights to emerge. In these two after-lunch sessions, we experiment with silence and what it does to us when we are alone and in conversation with others. In this way, we hope to empower our understandings of how silence can be used in the classroom.

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### **Session 10 – Exploring Boundaries and Uncovering Connections**

Kilen, Concurrent Breakouts

How might we make visible to students the very human dimensions of business? In this session, we'll explore this question using four case examples. In each, we'll examine the boundaries of universities and corporations and the connections between theory and practice. Our objective is to create together a picture of the talent and capacities required to bring us to a more just and sustainable version of business practice.

/A: Teaching Rebellion and Diplomacy – [Renata Frolova-Hammer](#), (Former) Head of Responsible Procurement (Mærsk); Professional Board Member and Aspen First Mover Fellow, and [Anders Møller](#), Partner (Diplomatic Rebels)  
Room KS48

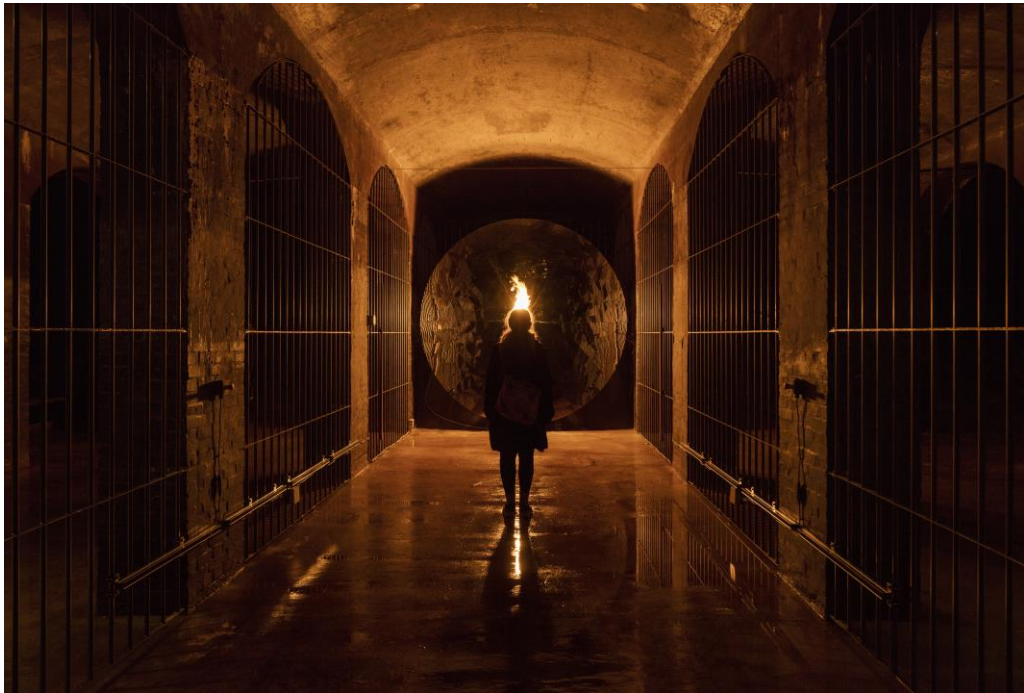
/B: Teaching the Technical and the Human – [Kasper Worm-Petersen](#) (Ekstra Bladet)  
Room KS54

/C: Co-locating Learning at Universities and Firms – [Tutorial Program, Center for Retailing](#), Sara Rosengren (Stockholm School of Economics)  
Room KS71

/D: Collaborating with an Artist-in-Residence – Nicholas McGuigan (Monash Business School)  
Room K146

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### **Cocktail Reception – In Is the Only Way Out**

The Cisterns, Søndermarken

Education and the image of the cave are inexorably connected. In Western cultural history, various poets, philosophers, prophets, and freethinkers have tried to draw up their own versions of the tale of the cave, with the Platonic one remaining a kind of inexhaustible matrix. The cave image deals with the habitation of human nature - the embodied soul, and with the painful steps and stations of its slow ascent through learning. Entering the cave takes us on an inner and outer journey through the underground, forces us to confront and pass the darkness before we are able to see the light. This year's cocktail reception will be featured in a cave within a city. Located under Frederiksberg Hill in the heart of Søndermarken Park, The Cisterns is the only dripstone cave in Denmark. The natural formation of stalactites and stalagmites are not uncommon for concrete structures, yet none anywhere can offer the sheer magnitude and diversity of those found here. We've invited *Dunkeldirks* - a young, Danish men's quartet excelling in a very diverse repertoire – to share them with us in concert.

The acoustics of The Cisterns is quite challenging but do feel free to move silently around the venue to find the spot that suits your audio preferences best. And remember something warm to wear.

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### **Session 12 – Teaching Immersions**

Kilen, Concurrent Breakouts

In these sessions, we will experience each other's teaching, and look for elements that might transfer into our own courses and contexts.

/A: Teaching to Student Bias – [Sustainable Enterprise](#), Steven Kreft (Indiana University) and [Why Business?](#) Matthew Phillips (Wake Forest University)  
Room KS48

/B: Student Innovation House – Miikka J. Lehtonen, (Aalto University) and Andreas Gjede, Co-Founder ([Student Innovation House](#))  
Room KS54

/C: Building a Lexicon of Sustainability – Stephen Deets (Babson College)  
Room KS71

/D: Designing an Animating Question – [Global Capitalism Thematic Inquiry Seminar](#), Sarah Queen (Connecticut College) with Anne Greenhalgh (University of Pennsylvania)  
Room K146

### **Session 13 – Teaching the Business of Teaching**

Kilen, Return to your same room from session 1

Ideally, the pedagogical inspiration that the Consortium has facilitated helps us to think about the business of teaching as everybody's business. But how do we as educators avoid becoming the evangelists of an agenda that both students and faculty at our home institutions are often more than comfortable with overhearing? In other words, how do we avoid taking the moral high ground, when teaching business matters in context? In this session, participants will be invited to use their experiences from previous sessions and discussions to develop a format, which conveys the key takeaways and most surprising elements from the convening.

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### Local Map





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### **1. Kilen, CBS**

Kilevej 14 A/B

2000 Frederiksberg

[www.cbs.dk/cbs/kontakt/kort/kilen-kilevej-14-ab](http://www.cbs.dk/cbs/kontakt/kort/kilen-kilevej-14-ab)

Nearest metro station: Fasanvej St.

### **2. Sct. Thomas Kirke**

Rolighedsvej 16

1958 Frederiksberg C

Nearest metro station: Frederiksberg St. or Forum St.

### **3. Solbjerg Plads, CBS**

Solbjerg Plads 3

2000 Frederiksberg

[www.cbs.dk/cbs/kontakt/kort/solbjerg-plads-3](http://www.cbs.dk/cbs/kontakt/kort/solbjerg-plads-3)

Walking distance from Kilen (5 min.)

### **4. Frederiksberg Garden**

Walking distance from Kilen (7 min.)

### **5. The Cisterns**

Søndermarken

2000 Frederiksberg

Walking distance from Kilen (25 min.)

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### **WIFI Access**

Wifi Network: CBS-GUEST

Username: aspen.cbs@cbs.dk

Password: n0fq6n

### **For More Great Teaching, View These Resources**

Charting A New Course is our just-published featuring 26 exemplary 'blended' courses and curricula, and five tools for advocating for change.

<https://www.aspeninstitute.org/publications/charting-a-new-course-toolkit/>

Ideas Worth Teaching is our weekly digest of teaching materials. Each issues features one case and five articles that explore the future of capitalism. [www.ideasworthteaching.org](http://www.ideasworthteaching.org)

