

Teaching portfolio

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1. Approach to Teaching and Learning

At Aalto University, we are committed to cultivating transformative leaders—broad-minded experts and forward-thinking change agents equipped with the knowledge, skills, and responsibility needed to build a sustainable future. In my role as an educator, I embrace the position of a facilitator who inspires curiosity, fosters collaborative learning, and empowers students to take ownership of their educational journey. My teaching philosophy is founded on three core principles: a student-centered approach, the seamless integration of theory and practice, and the nurturing of critical thinking.

➤ **Student-Centered Learning**

I create dynamic and inclusive learning environments where every student’s needs are recognized and nurtured. For instance, when teaching the topic of the Internet of Things in the “Digitalisation of Markets and Consumption” course, I carefully considered that the majority of the audience were Finnish. Consequently, I incorporated examples of relevant Finnish business practices into my lectures to spark student interest. Additionally, I compared these with the unique digital advantages emerging from China, using a cross-cultural analysis to further engage students in discussion. Moreover, I frequently intersperse my lectures with questions. I first invite students to share their thoughts on a topic, and only then do I present the academic perspectives on the issue.

This approach not only promotes active learning during class but also carries over into my feedback on assignments. For example, in the final group assignment for the “Consumer Psychology” course—where students were tasked with identifying a corporate practice that enhances consumer well-being—I provided each group with over two pages of detailed, personalized comments. My aim is to ensure that students feel their work is valued and that they gain both subject-specific knowledge and improved critical thinking skills from my feedback.

This student-centered approach is equally vital in my supervision of students. I respect each student’s unique ideas and tailor my guidance to align with their personal interests and future career plans, ensuring that their thesis work reflects their individual aspirations. For example, some students plan to pursue sociology, others are already working in the industry, some wish to learn qualitative research methods, and others have a strong interest in a specific topic. In each case, I

strive to share my accumulated experience to help them achieve their goals more efficiently and effectively.

➤ **Fueling Student Inspiration through My Own Passion**

I also want to emphasize that my approach involves inspiring students through my own passion for research. I strive to engage students by sharing not only my enthusiasm for scholarly inquiry but also my commitment to making a meaningful contribution to society. As a researcher, I believe that university research has the potential to create significant societal value—even though rapid developments and intense competition in both society and business often mean that many valuable research questions, particularly in marketing, remain unstudied because their practical impact materializes slowly.

I am convinced that by sharing novel perspectives from marketing academia, encouraging deeper reflection on the underlying mechanisms of consumer preferences and decision-making, and introducing innovative data analysis methods, I can broaden my students’ professional and personal outlooks. For example, in the “Consumer Psychology” course forum, I proactively initiated several discussion threads on emerging topics—such as generative AI, healthcare, and machine learning—which sparked extensive debate and heightened student interest. Additionally, on the Perusall interactive platform in the “Digitalisation of Markets and Consumption” course, I assigned an article from the *Journal of Consumer Research* to explore how novel big data text analysis methods can address the limitations of traditional qualitative research. Furthermore, while supervising undergraduate theses, I frequently recommend outstanding papers related to their topics that I have found particularly insightful. I am confident that my passion for research will resonate with my students and inspire them to pursue marketing scholarship with greater zeal.

➤ **Integration of Theory and Practice**

Integrating theory with practice is a cornerstone of my teaching philosophy, as it transforms abstract academic concepts into practical tools that students can immediately apply. This approach is vital because it bridges the gap between classroom learning and real-world challenges, enabling students to critically evaluate and apply theoretical frameworks to tangible problems.

In every course and supervision I oversee, I place great emphasis on this integration. For example, as a teaching assistant in the Digital Marketing course, I supported Dr. Vassinen Antti’s design of

eight lectures, each delivered by seasoned professionals from Finland's digital marketing sector. These sessions helped students better understand the theoretical concepts underpinning digital marketing. Additionally, in my lectures on robotics and the Internet of Things, I consistently incorporated current business practices to elucidate theories such as the uncanny valley theory and assemblage theory. Furthermore, while supervising undergraduate theses, I encountered a student with a keen interest in minimalism. I recommended case studies featuring minimalist practices in Icelandair and the Nordic tourism industry, enabling her to merge theoretical insights with contemporary marketing practices and derive valuable insights.

➤ **Fostering Critical and Reflective Thinking**

Fostering critical and reflective thinking is fundamental to my teaching philosophy because it empowers students to challenge assumptions, evaluate multiple perspectives, and develop a deeper understanding of complex marketing practices. This approach is particularly evident in my guidance of students as they work on the Consumer Psychology course assignments and in formulating rigorous thesis topics.

In the final assignment for the "Consumer Psychology" course, students are required to identify a practical problem and produce a report on a product or service that enhances consumer well-being. Throughout this process, they must continuously pinpoint real-world issues related to consumer well-being and devise innovative solutions. They are expected to conduct field interviews and, moreover, to apply the theoretical knowledge they have acquired to connect the issues uncovered during these interviews. This is no easy task. Through ongoing dialogue, collaboration, and final presentations, students significantly hone their critical thinking skills.

Similarly, when supervising undergraduate theses—even though the work essentially involves conducting a literature review—students are challenged to narrow down an expansive range of topics by identifying their specific areas of interest. They must integrate relevant literature, synthesize information, and engage in critical reflection, clearly articulating new perspectives and constructing well-founded arguments. These exercises further enhance their critical and reflective thinking, equipping them with the intellectual tools necessary for success in both academic and professional realms.

2. Teaching Experience and Supervision

My teaching journey at Aalto University encompasses roles across both Bachelor's and Master's levels, providing a broad spectrum of instructional and mentorship experiences.

Bachelor Thesis Supervision

Espoo, Finland

Jan 2025 – Apr 2025

- **Research Guidance:** Supervised six Bachelor's students through the entire research process—from topic selection and literature review to theoretical reasoning, case study analysis, and thesis writing.
- **Mentoring and Feedback:** Provided regular, detailed feedback and held one-on-one sessions to ensure that students produced high-quality research outputs and developed independent, critical thinking skills.

Consumer Psychology – Solo Responsible Teacher (Master's Level)

Espoo, Finland

Feb 2024 – Apr 2024

- **Course Delivery:** Delivered a 6-credit course covering key topics such as information processing, motivation, attitudes, persuasion, and social influence. I created the learning agenda and structured interactive learning experiences.
- **Interactive Engagement:** Utilized online discussion forums and tools like Perusall to promote both individual and group discussions, enhancing student engagement.
- **Assessment & Feedback:** Implemented rigorous grading practices and provided prompt, detailed feedback. The course consistently received highly positive evaluations, which informed subsequent improvements.

Digitalisation of Markets and Consumption – Visiting Lecturer (Master's Level)

Espoo, Finland

Feb 2023 – Apr 2023

- **Guest Lectures:** Delivered two engaging lectures on emerging topics including AI and IoT, emphasizing their impact on consumer behavior.
- **Support Roles:** Assisted with course discussions and offered constructive feedback, helping students connect theoretical insights to practical applications.

Digital Marketing – Teaching Assistant (Master’s Level)

Espoo, Finland

Feb 2022 – Apr 2022

- **General Course Support:** Assisted the course instructor with grading, coordinated guest lectures, and organized industry visits, thereby supporting a comprehensive educational experience.

3. Curriculum Enhancement and Educational Leadership

My contributions extend beyond classroom instruction into the enhancement of existing curricula and educational leadership, reflecting Aalto University’s commitment to research-informed and well-aligned teaching practices.

- **Curriculum Enhancement:** Although I did not originally develop the syllabus of *Digitalisation of Markets and Consumption* and *Consumer Psychology*, I have adapted the course materials, integrating emerging research findings, and incorporating student feedback. These enhancements ensure that the learning outcomes, teaching methods, and assessment strategies remain current and relevant to evolving marketing trends.
- **Collaborative Initiatives:** By working closely with distinguished colleagues such as Dr. Antti Abel Vassinen and Petra Paasonen, I have contributed diverse academic perspectives to course planning, thereby further enriching the learning experience.
- **Educational Leadership:** Beyond classroom teaching, I have taken on leadership roles by mentoring undergraduate researchers and actively participating in broader curriculum enhancement initiatives. This involvement has reinforced my commitment to educational innovation and the maintenance of high academic standards.

4. Development as a Teacher

Continuous professional development is integral to my teaching practice. I actively seek opportunities to refine my pedagogical skills and stay updated with the latest educational research.

- **Pedagogical Training:** I have completed specialized courses such as “Teaching Strategies and Skills for Learner Success” at Coursera, which provided me with innovative tools to manage classroom dynamics and enhance student engagement.
- **Scholarly Engagement:** My teaching is informed by key theoretical works including Biggs’ (2003) framework of constructive alignment and Brookfield’s (2015) strategies for fostering critical thinking. These resources shape my reflective practice and ongoing innovation.
- **Reflective Practice:** I systematically review student evaluations, peer feedback, and self-assessments to identify areas for improvement, ensuring that my teaching remains dynamic and responsive to evolving educational needs.

5. Feedback and Continuous Improvement

A robust feedback loop is essential to my teaching methodology. I systematically collect and act upon feedback from multiple sources to ensure continual course refinement.

- **Student Feedback:** The “Digitalisation of Markets and Consumption” course received an average rating of 4.3/5. The “Consumer Psychology” course received an average rating of 3.7/5. Student comments highlighted the clarity of content, engaging discussions, and the personalized nature of my feedback.
- **Peer Feedback:** Input from colleagues during my roles as Teaching Assistant and Visiting Lecturer has been instrumental in fine-tuning my lecture delivery and assessment techniques.
- **Iterative Improvement:** I integrate both quantitative scores and qualitative insights into the course design process, aligning with Aalto’s focus on research-based, context-sensitive teaching practices that promote collaborative and active learning.

6. Conclusion

In summary, my teaching portfolio reflects a deep commitment to cultivating transformative leaders equipped for the challenges of a rapidly evolving world. By fostering a student-centered

environment, I empower learners to take ownership of their education through active engagement and personalized feedback. My approach of integrating theory with practice bridges the gap between academic concepts and real-world applications, while my dedication to nurturing critical and reflective thinking prepares students to analyze complex marketing phenomena and construct well-founded arguments. Moving forward, I remain dedicated to refining my pedagogical strategies and contributing to the academic community at Aalto University, confident that these efforts will empower my students to become innovative, forward-thinking professionals and change agents for a sustainable future.

References

Biggs, J. (2003). Constructing learning by aligning teaching: Constructive alignment. *Teaching for quality learning at university*, 1(4), 11-33.

Brookfield, S. (2015). *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. Jossey-Bass.

Selected works on Constructivist Learning by Piaget and Vygotsky.

Appendices

a. Teaching Activities Summary

Year(s)	Course Level	Course Name	Number of Students	My Roles	Status of the Course	Credits	Overall Feedback Grade
2025	BSc	Bachelor thesis seminar	32 (6)	Supervisor	compulsory	12	NA
2024	MSc	Consumer Psychology	60	Responsible teacher	Optional	6	3.7/5
2023	MSc	Digitalisation of Markets and Consumption	60	Visiting lecturer	Optional	6	4.3/5
2022	MSc	Digital Marketing	48	Teaching assistant	Optional	6	4/5

b. Supervision Experiences

Student Name	Title of the thesis	My roles	Status of the thesis
		Main supervisor	30%
		Main supervisor	30%
		Main supervisor	30%
		Main supervisor	30%
		Main supervisor	30%
		Main supervisor	30%

c. Selected Students' Feedback

