

Teaching portfolio

Stine Piilgaard Pomer Nielsen

Department of Law

Email: sppn@sam.sdu.dk

Phone: +4565501523



TEACHING QUALIFICATIONS

1. PhD in Law
2. Master's in social science
3. Bachelor's in Communication with special focus on oral communication

TEACHING QUALIFICATIONS GAINED THROUGH COURSES IN PEDAGOGY

1. Questioning, 2022
2. Supervision - roles and relations, 2022
3. The Great Lecture, 2014
4. Online Teaching, 2014
5. Adobe Connect as an online platform for teaching, 2014

DEVELOPMENT OF NEW COURSES

In 2014, I together with colleagues from the Department of Law developed a range of online-based courses, feeding into the Master in Cultural Sociology – Law, Power and Social Justice. In consultation with e-learning specialists in Pedagogy and IT at SDU, we succeeded in creating an online learning platform using Adobe Connect which facilitated lectures, student presentations, group work and lecture exercises. Due to the online format of the courses, we were able to include both international students and to overcome challenges related to the integration of students from different SDU campuses, transcending barriers as geography and time.

I consider knowledge and reflection on teaching pivotal to develop my teaching skills. In 2016, I together with IT-learning consultants at SDU published a conference paper on pedagogical reflections and experiences related to development and teaching of the online-based courses offered by the Master in Cultural Sociology – Law, Power and Social Justice.

Reference to the paper: Christensen, I-M. F., Kjær, C., & Nielsen, S. P. P. (2016). Empowering lecturers to facilitate high quality education through the use of learning technologies. I G. Ubachs, & L. Konings (red.), Conference Proceedings - The Online, Open and Flexible Higher Education Conference: Enhancing European Higher Education; "Opportunities and impact of new modes of teaching" (s. 122-138). EADTU.

DEVELOPMENT OF TEACHING MATERIALS

I have developed teaching materials to support my problem-oriented teaching. This entails the process of identifying up to date and relevant cases to operationalise the application of often abstract theoretical concepts.

Drawing on my experience from 2014-2016, I developed a new course design based on three elements: Real time teaching and question hours on Adobe Connect, slides with audio files and written assignments. My pedagogical motivation for including the three elements was a consideration for the students' different learning styles and to synthesise the elements' contribution to the students' active participation and learning outcome. I continually evaluated and adjusted the course design based on the students' experiences and needs as this situation was a new normal for all of us.

TEACHING PHILOSOPHY AND PEDAGOGICAL REFLECTIONS

I have extensive experience with teaching a wide range of subjects and with physical and online-based teaching as well as teaching in Danish and English. I believe active participation and involvement are key aspects of a learning process. I therefore always prioritise the involvement of the students during my lectures and to include their experiences of the teaching process. During the very first lecture I ensure to match mine and the students' expectations to the course, as the matching of expectations provides a common understanding for the lesson plan.

A common feature of all my teaching, regardless of subject, language and platform, is problem-oriented teaching. I teach courses involving abstract theories and concepts which are analytically operationalised through cases, often drawing on my own research, thereby feeding my research into the educational programmes. I expect the students to actively participate in the process of applying relevant concepts to understand and analyse a specific problem or case.

Moreover, I design the teaching, taking different learnings styles into account and align the teaching with the exam form of each course. If it is a written exam, I introduce the students to shorter written assignments throughout the course which I give feedback to. It is my experience that the feedback supports the motivation of participation and supports the students' ability to formulate their reflections and answers in writing, which of course is central for the results of their written exam. In the case of oral exams, I schedule the lectures to include shorter student presentations. This provides the students with the opportunity of learning how to prioritise their presentation material and get familiar with the verbalisation of central concepts of the course.

TEACHING EXPERIENCE

2022

1. Teaching the course of Perspectives on Law and Society for 4th semester students at the Bachelor of Market and Management Anthropology, SDU.

2020

1. Teaching the course of Perspectives on Law and Society for 4th semester students at the Bachelor of Market and Management Anthropology, SDU.

2018-2019

No teaching due to maternity leave and the PhD process.

2017

1. Teaching the course of Perspectives on Law and Society for 4th semester students at the Bachelor of Market and Management Anthropology, SDU.

2016

1. Teaching the course of Law, Power and Profession for 1st semester master students at the Master of Cultural Sociology – Law, Power and Social Justice, SDU.

2015

1. Teaching the course Law, Power and Profession for 1st semester master students at the Master of Cultural Sociology – Law, Power and Social Justice, SDU.

2. Teaching the course When Lawyers Meet Their Clients for 2nd semester master students at the Master of Cultural Sociology – Law, Power and Social Justice, SDU.

3. Teaching the course Sociology of Law for 4th semester bachelor students at the Bachelor of Sociology and Cultural Studies, SDU.

4. Teaching the course of Perspectives on Law and Society for 4th semester students at the Bachelor of Market and Management Anthropology, SDU.

2014

1. Teaching the course Law, Power and Profession for 1st semester master students at the Master of Cultural Sociology – Law, Power and Social Justice, SDU.

2. Teaching the course Law and Legal Consciousness for 3rd semester students at the Master of Cultural Sociology – Law, Power and Social Justice, SDU.

3. Teaching the course Human Rights for 5th semester students at the Bachelor of Sociology and Cultural Studies, SDU.

4. Teaching the course Sociology of Law for 4th semester students at the Bachelor of Sociology and Cultural Studies, SDU.

2013

1. Teaching the course Sociology for 1st semester students at the Bachelor of Sociology and Cultural Studies, SDU.

2. Teaching the course Ways of Life and Living Conditions for 1st semester students at the Bachelor of Sociology and Cultural Studies, SDU.

3. Teaching the course Organisational Sociology for 3rd semester students at the Bachelor of Sociology and Cultural Studies, SDU.

4. Teaching the course Human Rights for 5th semester students at the Bachelor of Sociology and Cultural Studies, SDU.

2012

1. Teaching the course Sociology for 1st semester students at the Bachelor of Sociology and Cultural Studies, SDU.

2. Teaching the course Ways of Life and Living Conditions for 1st semester students at the Bachelor of Sociology and Cultural Studies, SDU.

3. Teaching the course Organisational Sociology for 3rd semester students at the Bachelor of Sociology and Cultural Studies, SDU.

SUPERVISOR EXPERIENCE

2022

1. Supervising bachelor project at the Bachelor of Law, SDU.
2. Supervising master thesis at the Master of Law, SDU.
3. Supervising semester project at the Marketing and Management Anthropology Programme, SDU

2016

1. Supervising 1st semester students at the Master of Cultural Sociology – Law, Power and Social Justice, SDU.

2015

1. Supervising students' semester projects at the Bachelor of Sociology and Cultural Studies, SDU.

2014

1. Supervising students' semester projects at the Bachelor of Sociology and Cultural Studies, SDU. 2. Supervising students' bachelor project at the Bachelor of Sociology and Cultural Studies, SDU.

2013

1. Supervising students' semester projects at the Bachelor of Sociology and Cultural Studies, SDU. 2012 1. Supervising students' semester projects at the Bachelor of Sociology and Cultural Studies, SDU.

FEEDING RESEARCH INTO TEACHING – AND VICE VERSA

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