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Fundamental pedagogical view

As an educator, I embrace a teaching philosophy that combines constructivism and active learning. From a constructivist viewpoint, I recognize that learners actively construct their own understanding of the world. Rather than passively absorbing information, students engage with the material, draw upon their prior knowledge, and build new knowledge. To help foster this I encourage students to explore, question, and reflect, as learning is a dynamic process where students create meaning through their experiences. Together, we focus on understanding concepts deeply rather than memorizing facts.

Where possible, I try to approach teaching as a an “active learning” process, shifting away from the traditional lecture-style teaching. In active learning I emphasize student engagement, participation, and real-world application. In my courses, I incorporate small activities, tasks, and projects. I encourage students to collaborate, discuss, and solve problems actively. Additionally, I believe in setting clear expectations and providing a framework for course content. By integrating current research techniques and practical activities, I aim to make learning meaningful and applicable.

Teaching and supervision

Advanced Sensors

Kunstmann, C.
01/09/2023 → 31/12/2023

Bachelor - Jonna Mejenborg

Kunstmann, C., Fiutowski, J. & de Oliveira Hansen, R.
01/02/2024 → 30/06/2024

Master - Albert Ashong

de Oliveira Hansen, R. & Kunstmann, C.
01/05/2023 → 01/09/2023

Mechatronics Semester Project 1 (SPRO1)

Kunstmann, C.
01/09/2023 → 31/12/2023

Mechatronics Semester Project 2 (SPRO2)

Kunstmann, C.
01/02/2023 → 30/06/2023

Mechatronics Semester Project 2 (SPRO2)

Kunstmann, C.
01/02/2024 → 30/06/2024

Medical Devices and Imaging (Summer school)

Fiutowski, J., Kunstmann, C. & de Oliveira Hansen, R.
07/08/2023 → 18/08/2023

Medical Devices and Imaging (Summer School)

de Oliveira Hansen, R., Fiutowski, J., Kunstmann, C., Goszczak, A., Leissner, T., Nsubuga, L., Marcondes, T. L. & Laghrissi, A.

05/08/2024 → 16/08/2024

LTP Development Project - The effect of peer-feedback across semester-project groups

I set out to study the effect of peer-feedback across semester-project groups and see whether introduction of peer-feedback help students become better at both receiving and giving feedback in a range of formats and from various sources. With only minimal introduction to the concept, the students embraced peer-feedback and engaged in the activities, to the benefit of both themselves and their peers. Peer-feedback will now be an integral part of the semester-projects I'm involved in, in the future.

Previous teaching and supervision outside Denmark

During almost 10 years in the UK, I co-supervised 4 PhD students, along with 5 Masters students, all at the Department of Chemistry, at University of Liverpool. At the University of York, Department of Physics I furthermore co-supervised 3 PhD and 2 Masters students.

I did various teaching-assistant related activities at both institutions, and also obtained a Teaching Accreditation, Associate Fellow of The Higher Education Academy, equal to a PGCHE, which is similar to the Danish Lecturer Training Programme (LTP).