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## Pedagogical idea

First of all, I love to teach. One of my main motivations for choosing a career as a university professor is that it gives me the opportunity to teach. I'm not teaching to be able to get a job where I can do research. On the contrary, I'm doing research, so that I can get a job where I can teach. Believe it or not.

Secondly, I think that skills in teaching can be learned not only in the classroom but also outside the classroom. Of course you become a better teacher with experience, so teaching a lot is important. However, I have throughout my career found it very important to be involved in a number of other pedagogical activities, since I find that there is a spill-over to my classroom teaching. I have been given a lot of public talks and I have been working closely with radio and television on several occasions. And I think these activities have definitely improved my communications skills and that this has been very helpful for my teaching. Dissemination of my research in the media and by giving popular talks is of course important in itself, but I have also prioritized these activities, because I think that it makes me a better teacher.

Thirdly, my teaching philosophy is also that off-classroom "teaching" of students is crucial. Talking to students about the subjects of the class in the breaks or in my office is as important as what goes on in the class itself. I do not see myself as an educator only in the 2 times 45 minutes, where we meet in the classroom.

Fourthly, I find it important that the students like my teaching. I'm fully aware that popularity among the students is not the only measure of quality – and it should never be the only measure. But just as student evaluations does not tell the entire truth about teaching quality, it gives you some indications and therefore, I'm constantly striving to get good evaluations.

Fifthly, I think that teaching should be varied. This means that I try to apply different forms of teaching to different classes and that I try to vary my teaching within the same class. Let me give a few examples: In 2009 I had a class on Local Elections and I set up the class in a way so that we should conduct an exit poll for a regional TV station on the November local elections. Classes were centered around the design of the exit poll and the student conducted the poll, which was used by the station on election night, and afterwards the students analysed the data further and used it for their final exams. Another example: In 2012 I gave a course in Local Politics and the class was centered around ten cases that the students worked with at class. The students had to read all texts beforehand and hand in a summary of these to me 24 hours before class (otherwise they could not take the final exam), and then the entire class was devoted to applying the curriculum to the case (with my role being more of a facilitator than a lecturer). And a final example: In 2018 I taught a course in Political Leadership in our professional master program and each of the five times we meet (for six hours) there were five recurrent points, namely 1) what does the assigned texts say, 2) an example from the political world of leadership since last class, 3) a group based problem solving exercise, 4) an example from my own research, and 5) a review of a book on leadership (which is not in the curriculum).

I try in regard to every course I teach to choose pedagogical activities which suits the size and the make-up of the group. I also try out new ideas at class, as for instance, when I in this semester have included several book reviews in my teaching: Instead of having the students read an extra book – I read a number of extra books for them and spend 10-15 minutes giving them a review with the main points and advise as to whom of them could benefit from reading the entire book. So far I think this works very well.

## Teaching and supervision

### Almen statskundskab

01/02/2014 → 18/06/2019

### Kommunalpolitik

Ulrik Kjær  
01/09/2014 → 30/06/2016

### Kommunalpolitik

Ulrik Kjær  
01/09/2018 → 31/01/2019

**Kommunalvalg**

Ulrik Kjær  
01/09/2013 → 31/01/2018

**Køn og Politik**

Ulrik Kjær  
01/09/2015 → 30/06/2017

**Ledelse og Politik**

Ulrik Kjær &  
01/09/2018 → 31/01/2019

**Ph.d. Co-Supervisor**

Ulrik Kjær  
01/10/2011 → ...

**Political leadership**

Ulrik Kjær & Niels Opstrup  
01/02/2015 → 30/06/2018

**Political Leadership**

Ulrik Kjær  
01/09/2016 → 31/01/2017

**Political Leadership**

Ulrik Kjær  
01/09/2015 → 31/01/2016

**Politisk lederskab**

Ulrik Kjær  
01/09/2014 → 31/01/2015

**Politisk lederskab**

Ulrik Kjær  
01/09/2018 → 31/01/2019

**Politisk Lederskab**

Ulrik Kjær  
01/09/2016 → 31/01/2017

**Politisk og administrativt lederskab**

Kurt Klaudi Klausen  
01/09/2016 → 31/01/2017

## **Pedagogical competences**

2002 Teacher of the year, School of Social Sciences, University of Southern Denmark

2003: Completion of the University of Southern Denmark course in university teaching ("Adjunktpædagogikum")

2013 Teacher of the year, Department of Political Science, University of Southern Denmark

2014: Completion of the 1 day course on teaching and supervision of university teachers

2015: Teaching supervisor for four assistant professors at University of Southern Denmark (Niels Opstrup, Heidi Jønch-Clausen, Michael Seeberg and Morten Kallestrup).