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#### Pedagogical view:

In the following I explain the principles underpinning my teaching approach. I have developed this approach based on practical experience as well as through formal teacher training supplied by the Center for Teaching and Learning at Aarhus University. Many of these principles are grounded in a constructivist approach to student learning. Below I present these principles:

- 'Scaffolding' student learning
- Fostering student engagement
- Learning by application
- Responsiveness to contextual factors

The first principle covers that I seek to 'scaffold' ways of organization the student's learning process. I do this for several reasons. First, it shows the students that while the goals might not be clear to them during the course, we are heading somewhere, and my experience is that it often comforts the students to know that there is a deliberate plan for their learning. Second, by breaking the learning process into smaller pieces provide the students with more digestible building bricks to hook their knowledge upon. Finally, it helps the students reflect systematically about the course content. For examples I usually start a course by discussion the overall purpose of the course and by which principles the individual sessions are organized and contribute to the overall goal. Further I start each session by referring to how this particularly session contributes to that end. In addition I formulate and introduce specific learning goals for each session and use them to organize the summary of each session. Finally, I tend to use matrices to make the students reflect systematically about key concepts, principles, theories and methods.

The second principle refers to the fact that I use different techniques to engage the students. I always start a course by giving them a motivational speech concerning why they should care about the course that I am teaching and try to appeal to the students intrinsic motivation (e.g. fascinating topic with normative implications) and extrinsic motivation (useful to get a job, or to pass the exam). I also always try to learn the students' name during our first session and use that as an ice breaker to make it easier for the students to contribute to the academic conversation. Finally, I always seek to encourage and recognize all student inputs and to create a positive atmosphere in the class room where everyone can share their thoughts and asks the questions about the content that might prove difficult to digest.

The third principle refers to my approach as a teacher which is that application is key to master every skill set. My belief is that the more the students reflect and react the more they will learn. This is also in accordance with the constructivistic approach. To reach this goal I design various types of exercises which forces the students to engage with the course content. For example I ask the students to use theoretical concepts to describe empirical situations or make hands-on problem set where the students are supposed to create analysis on their own. I also rely heavily on student discussions in smaller groups since this forces students to reflect on application themselves rather than waiting on a "correct" answer from me or their peers.

Finally, I strive to be responsive to student reactions and inputs concerning how to increase their learning. I find this particularly relevant because it is my experience that the effectiveness of teaching activities are highly context dependent. For example student prerequisites and class room dynamics are highly influential on which activities might prove most effective. This is also in line with the constructivistic notion of the importance of recognizing individual differences. Therefore I believe that it is important to encounter all teaching with a willingness to adapt to the specific situation and be responsive to both my own interpretations and ask the students for specific input.

#### Teaching experience on University of Southern Denmark:

Offentlig forvaltning og organisation (BA i statskundskab): E23

Offentlig styring, organisation og ledelse (MA i statskundskab): E23

Sommeruniversitet (Master i Public Management): F23

Kilder til bedre eller mere lige resultater i offentlig forvaltning (MA i statskundskab): F22

Organisationsteori (Master i offentlig ledelse): E21, F22, E22, E23

Teaching experience on Aarhus University:

Policy evaluering (BA i statskundskab): F19

Offentlig forvaltning (BA i Offentlig politik og økonomi): E18, E20

Kvantitativ analyse af kilder til bedre og/eller mere lige resultater i offentlig forvaltning (MA i statskundskab): F18

Kvantitativ analyse af samspillet mellem borgere og offentlig forvaltning (MA i statskundskab): E15

Metode II (BA i statskundskab): F13

Metode I (BA i statskundskab): E12

Videnskabsteori (BA i statskundskab): E10, E11

Supervision:

Masterafhandlinger (Master i offentlig ledelse)

Specialer (MA i statskundskab)

Bachelorprojekter (BA i statskundskab)  
Valgfri opgave (MA i statskundskab)  
Praktikforløb (MA i statskundskab)

Teaching Competences:

I have completed the following courses documenting my teaching competences:

- Teaching course for Teaching Assistants (16 hours), CUL, Aarhus University
- Introduction to Planning, Presentation Technique and Teaching (2 days), CUL, Aarhus University
- Teacher Training Program for Assistant Professors and Post.Docs. at Aarhus University (5 ECTS or 150 hours), CUL, Aarhus University