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Formal education in teaching methods and supervision

2019: "PhD Supervision Course: Process, Methods and Tools", SDU

2010: "Teacher-Training Programme for Assistant Professors at SDU"

Courses in supervision and teaching tools

2018: "Seminar for Internal Supervisors at the Teacher-Training Programme", SDU.

2018: "Use of peer grading in teaching", SDU.

2018: "Graphical facilitation in teaching", SDU

2010: "Cased-based teaching", SDU.

2010: "How to use e-learning", SDU.

Teaching awards

2018: Teacher of the year at the University of Southern Denmark

2018: Teacher of the year at the Faculty of Business and Social Sciences, SDU

Supervision and teaching experience

Supervision of PhD students, master students and assistant professors

I have supervised master theses yearly since 2010. Typically, between 3-6 theses a year.

Also, I have supervised Christina Pontoppidan's PhD thesis (accepted and defended 2023) and co-supervised Lisa Merete Kristensen's PhD thesis (accepted and defended 2021).

Additionally, I have supervised Rasmus Rønlev (2018) and Lene Heiselberg (2022) during their lecturer training program as assistant professors.

Teaching at the university

Since 2008, I have taught courses in media language at the bachelor and master levels at the Centre for Journalism. During this period, I have been the main responsible for most of our media language courses.

The following supplies a comprehensive list of the courses I have taught at the department dating back to 2016 as well as a short resumé of my teachings from 2010-2015.

2023:

- Media Language A (master level: cand.mag.)
- Media Language B (master level: cand.mag.)
- Journalism Practice and Media Language 1 (bachelor level)
- Journalism Practice and Media Language 2 (bachelor level)

2022:

- Media Language A (master level: cand.mag.)
- Media Language B (master level: cand.mag.)
- Journalism Practice and Media Language 1 (bachelor level)
- Journalism Practice and Media Language 2 (bachelor level)
- Master classes (master level: cand.public.)

2021:

- Media Language A (master level: cand.mag.)
- Media Language B (master level: cand.mag.)
- Journalism Practice and Media Language 1 (bachelor level)
- Language and Rhetoric (master level: cand.public.)
- Master Classes (master level: cand.public.)

2020:

- Media language A (master level: cand.mag.)
- Media language B (master level: cand.mag.)
- Journalism Practice and Media Language 1 (bachelor level)
- Journalism Practice and Media Language 2 (bachelor level)
- Language and Rhetoric (master level: cand.public.)

2019:

- Media Language A (master level: cand.mag.)
- Media Language B (master level: cand.mag.)
- Journalism Practice and Media Language 1 (bachelor level)
- Journalism Practice and Media Language 2 (bachelor level)
- Media Language 4 (bachelor level)
- Language and Rhetoric (master level: cand.public.)

2018:

- Media Language B (master level: cand.mag.)
- Journalism Practice and Media Language 1 (bachelor level)
- Linguistic and Rhetorical Methods (master level: cand.public.)

2017:

- Media Language A (master level: cand.mag.)
- Media Language B (master level: cand.mag.)
- Media Language 1 (bachelor level)
- Media Language 2 (bachelor level)
- Media Language 3 (bachelor level)
- Linguistic and Rhetorical Methods (master level: cand.public.)

2016:

- Media Language A (master level: cand.mag.)
- Media Language B (master level: cand.mag.)
- Media Language 1 (bachelor level)
- Media Language 2 (bachelor level)
- Media Language 3 (bachelor level)
- Media Language 5 (master level: cand.public.)

2010-15:

During this period, I taught similar courses as in 2016 with some minor variations in periods where colleagues replaced or joined me in teaching the courses.

Workplace courses

In addition to teaching at the university, I have also conducted workplace courses for professional journalists and editors:

2014: Digital formidling: Skriv godt på nettet. [Efficient writing on the web]. Conducted at Berlingske Media for online journalists and editors.

2013: Korrekt og kreativt sprog på nettet. [Proper and creative writing on the web]. Conducted at DR for online journalists and editors.

Public courses

2011: Skriv godt i stort og småt [Efficient Writing] at Folkeuniversitetet (an institution organizing non-degree university lectures for the general public).

2010: Sproget i medierne [Media Language] at Danish high schools.

Tasks as external examiner

For several years I have been part of the corps of external examiners for educations in Journalism, Danish, and Linguistics

at Danish universities and have been external examiner on master theses, bachelor theses, master courses, and bachelor courses at the University of Copenhagen, Aarhus University, and Roskilde University.

Tests and exams

I have experience with a variety of examination forms such as written exams and MCQ tests at the university as well as home assignments in which the students produce written and oral journalism, e.g., newspaper and online articles, TV productions and radio productions, in combination with academic reports and analyses.

I examine approximately 150 journalism students per semester, and that has been the typical norm for me for many years.

Teaching methods

Exercises, cases and simulations

In my teachings, I consistently apply practical exercises, cases and simulations that mimic the practical journalistic work assignments the students will be doing in their future jobs. This is vital for my students because they are training themselves to become professional practitioners, not academics. In an academic setting, theorizing, generalizing, and reflection are often considered among the highest academic learning objectives (cf. the SOLO taxonomy). But among journalist students – and in the journalism industry – practical skills are often considered the highest learning objective. This perspective needs to be taken seriously when teaching journalism students.

Blended learning, flipped classroom, and digital affordances

I apply blended learning and flipped classroom approaches in an effort to make my teaching more adaptive to the individual student and in order to use the lessons for practical exercises and discussions rather than mere expositions of the curriculum content.

To blend my teaching I have produced both video and podcast series that cover theories, methods, and analyses. In most of these digital formats I make use of the 'nano'-technique, which I have been part of developing in the Future of Educations project. In short, the technique makes use of very short digital formats, typically with one learning point, and the student may choose themselves in which sequence they combine the nanos. In these short video and podcast formats I also make use of journalistic storytelling to make the topic more captivating for the students.

The point of these online materials is not to substitute physical teaching at the university, but rather to qualify it. If the students have used their preparation time at home listening to what I have to say on the topic, I can use the physical lessons with them instead to listen to what they have to say on the topic. This is a change of perspective from traditional lectures where the lecturer often took the word and kept it throughout the lessons.

Online adaptive learning – Future Studies

I have been an integral part of the innovative teaching project Future Studies (Fremtidens uddannelser) which has been used as testing ground for innovative and transformative online teaching methods at SDU. In close collaboration with Karsten Prinds and Nis Boye Rasmussen from the university's Nanolab, I have developed a series of video and podcast formats, which have been used not only in our own teaching but also as showcases, both internally at the university and externally.

As a part of Future Studies, I have developed a comprehensive and fully adaptive online course on punctuation for the general public (kommakursus.dk) on SDU's external online teaching portal, sdux.dk. The course had 9,466 users within a week. In this project, I have designed and set up an adaptive course in the LMS Open EdX and produced and edited more than 150 graphic video explainers, working closely together with the Danish Language Council (Sprognævnet), Karsten Prinds and Nis Boye Rasmussen from the university's Nanolab, and the university's IT consultant Pia Jensen and e-learning consultant Christian Hatting Voss.

The adaptive concept ensures that the user experiences a customized course that adapts to his or her specific needs and skill set. My pedagogical approach here is student-oriented, but in an asynchronous online learning environment very different to my physical teaching at the university.

Peer feedback

To develop their journalistic language skills, the students need feedback on their journalistic productions. That is the only way that they learn skills in-depth and are motivated to develop them further. However, I typically teach 150-160 students per semester making it very difficult to give personal comments and feedback on all student assignments. As a supplement I therefore make use of peer feedback with rubrics in which I instruct the students what to comment and on which theoretical premises. Several studies have shown positive effects of peer feedback, and it is my experience that the students learn a lot from it. However, in my opinion peer feedback cannot and should not replace all feedback from the lecturer.

In my own feedback, I shift between giving individual feedback and case-based feedback where I single out two to three student productions and comment them in plenum. I follow a transparent procedure for constructive feedback in which I

point out successful and exemplary language use and apply the theoretical concepts of the curriculum to explain why it works well in the given situation and genre. Also, I point out specific passages that could or should be moderated and show how they can be changed instead of just telling it. All my comments are given 'close to the text' for the student to see in detail what to do when revising the production. Also, I emphasize constructive comments on the individual student's writing or speech style to strengthen the students' self-understanding and self-appreciation of their own personal style.

To the point!

I always take care to explain the point of my teaching from the get-go. That way, I ensure that my teaching is logical from the students' perspective instead of the perspective of the curriculum. Also, I consistently give practical examples before covering theory and methods. Thereby, I answer the students' most prevalent question: What can this be used for in praxis? before I explain them the method or the theory. That way the students are more motivated for learning. Overall, I always take care to illustrate and demonstrate how the methods and theories of the course are applied in praxis.

Basic teaching philosophy

My teaching philosophy can be summarized in one word: adaptiveness. In my opinion, excellent teaching is governed by the specific teaching situation and its constraints, and as a teacher you need to be able to adapt pedagogically to the specific situation and ensure that your teaching adapts to the students' specific needs, and not vice versa. Even though you might teach similar content across semesters, the students are not the same, and this changes the situation and thus the pedagogical considerations. Accordingly, my pedagogical approach is student-oriented which is in direct alignment with the university's pedagogical vision.

I teach a professional craft – the practical Danish language skills of journalists – and I am educating my students to become proficient language users and journalistic practitioners. Also, I am teaching my students how to analyze and reflect critically on their own language usage and the language of their sources and how their choice of words is governed by and construct certain perceptions of society and reality that affect the audience in different ways.

My teaching is in part conventional and normative in the sense that I teach my students how to abide by the journalistic language norms and genre conventions. But my teaching is also based on a modern functional and sociolinguistic approach that encourages the students to be critical of the conventional language practices, framing mechanisms, and socialization processes within journalism. For instance, my teaching tends to challenge traditional journalistic assumptions on 'efficient' language usage given that there is limited if any scientific evidence for these assumptions, and at times because there is scientific evidence that these assumptions are plainly wrong. This approach illustrates how my teaching is research-based even though I teach a trade that is saturated by experience-based assumptions on audience receptions and effects.

These learning goals and teaching approaches are in alignment with the overall educational aims of the journalism education at SDU: to unify journalistic praxis with academic knowledge and critical reflection and to educate practically proficient, knowledgeable, and critical journalists on an academic foundation.

In accordance with these goals, I expect my students to be driven by an ambition to master the journalistic language norms and genre conventions in praxis, but at the same time to be critical of these constraints.