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## Pedagogical idea/basic views

Teaching includes several purposes that are important and interlinked, but that also depend on the number of students, the students' background, and the context of interaction. My overall vision for teaching is to motivate the students to puzzle about and understand more of the world (see first section below). As teaching on bachelor level usually means interaction with a larger group of students, my main purposes in these contexts are to help students understand although having in mind that learning is best achieved through the students own active participation (second section). On master level, where there are possibilities for closer interaction with a smaller group of students, I like to emphasize supporting the students to learn independently and critically (third section).

### **Teaching is directed towards changing the students' perception and understanding of the world:**

My point of departure is that 'puzzling about the world' is a good way to both motivate learning and to increase understanding of real problems.

My role as a teacher is therefore to use empirical knowledge, methods, concepts, and theories of political science to develop the students' independent and creative thinking about real problems and solutions hereto.

I also believe that a good way of learning is to be confronted with contexts very different to our own. For instance, in some of my courses, I have worked towards exposing the students to primarily Northern-based theories and then relating these to research analyses as applied in the Global South. The contra posing of existing theories to contexts in the South provide the opportunity to evaluate the value of comparative analyses and to explore theory testing and theory building exercises in diverse settings.

### **Teaching geared towards helping students understand:**

The purpose of my teaching is also to help my students understand the academic content of my courses and ensure that they have sufficient knowledge to apply the content to new problems within the framework of the course and in other contexts.

In building understanding it is important to encourage the students' active participation. At bachelor level, this can be a challenge as the main interaction with students is one-directional lectures. I try to overcome this by breaking the lectures with questions that the students need to consider and to encourage some dialogue with the students during the lectures. In addition, I believe that supporting the lectures with smaller classes where students work with specific questions is an important way to improve the students understanding of and ability to apply academic material. It is therefore also a priority of mine to work constantly to improve the teaching questions and material that the students work with in class.

### **Teaching supports the independent learning process of the students:**

As learning is largely achieved by students actively working with the material, I believe that a key role as a university teacher is to support the individual learning processes of the students.

In teaching the students, my ambition is therefore to facilitate active learning, which can for instance be achieved by paying attention to student motivation, student preparation for class, and student engagement in class. For instance, how the students work with the material before class is critical for good learning. Thus, to focus the students' reading and stimulate their thoughts, I usually in my masters' classes develop 'reading questions' that I expect the students to consider before class as we will answer and discuss the question together. Moreover, I use google documents or other e-learning facilities to assist students in group work and enable me to give direct feedback either in the document or in class.

## Teaching experience

### **Bachelor project**

Marianne Sandvad Ulriksen  
01/09/2020 → 31/01/2024

### **Kampen for demokrati under en autokratiseringsbølge (Bsc.)**

Marianne Sandvad Ulriksen  
01/02/2023 → 31/08/2023

### **Kampen for demokrati under en autokratiseringsbølge**

Marianne Sandvad Ulriksen  
01/02/2023 → 31/08/2023

**General Political Science**

Marianne Sandvad Ulriksen  
01/02/2023 → 30/06/2023

**Staters rolle i udvikling: et globalt og komparativt perspektiv**

Marianne Sandvad Ulriksen  
01/09/2022 → 31/01/2023

**Staters rolle i udvikling: et globalt og komparativt perspektiv**

& Marianne Sandvad Ulriksen  
01/10/2022 → 15/12/2022

**Sammenlignende Statskundskab**

Marianne Sandvad Ulriksen &  
01/09/2021 → 15/12/2022

**Politik og ulighed i velfærdsstaten**

& Romana Careja  
01/02/2019 → 31/08/2022

**Almen statskundskab**

Marianne Sandvad Ulriksen  
01/02/2019 → 31/08/2022

**Adgang til velfærd i det globale syd: Rettigheder, politik og implementering (Bsc.)**

Marianne Sandvad Ulriksen  
01/02/2022 → 31/08/2022

**Sammenlignende statskundskab**

Marianne Sandvad Ulriksen  
01/09/2018 → 31/01/2022

**Sammenlignende Statskundskab**

Marianne Sandvad Ulriksen &  
01/09/2021 → 15/12/2021

**Demokrati og udvikling i et komparativt perspektiv (BSc)**

Marianne Sandvad Ulriksen  
01/02/2020 → 31/08/2021

**Demokrati og udvikling i et komparativt perspektiv**

Marianne Sandvad Ulriksen  
01/02/2020 → 31/08/2021

**Globale udfordringer og internationalt samarbejde**

Trine Flockhart & Vincent Keating  
01/09/2019 → 31/01/2021

**Nationalstater og andre aktører i et komparativt perspektiv**

Christilla Roederer-Rynning  
01/09/2019 → 31/01/2020

**Almen Statskundskab**

Marianne Sandvad Ulriksen  
01/02/2018 → 01/07/2019

**Welfare policies in the Global South: Representation, civil society and interest groups**

Marianne Sandvad Ulriksen  
01/09/2018 → 31/01/2019

**Indledende statskundskab 17,5 ECTS**

Christilla Roederer-Rynning  
01/09/2018 → 31/01/2019

**Welfare Policies in the Global South: Representation, civil society and interest groups**

Marianne Sandvad Ulriksen  
01/09/2018 → 31/12/2018

**Sammenlignende Statskundskab**

Marianne Sandvad Ulriksen  
01/09/2017 → 31/12/2018

**Indledende statskundskab**

Marianne Sandvad Ulriksen  
01/09/2018 → 31/12/2018

**Metode 3 vejledning**

Marianne Sandvad Ulriksen  
01/11/2017 → 01/05/2018

**Democracy in a Globalised World**

Marianne Sandvad Ulriksen  
01/09/2017 → 31/12/2017

**Political Institutions: Western countries, the European Union and International Organizations**

Marianne Sandvad Ulriksen  
01/04/2017 → 31/05/2017

**Finansiering af udvikling i Afrika: Et globalt ansvar.**

Marianne Sandvad Ulriksen  
01/04/2016 → 31/05/2016

**Politics, welfare regimes and poverty in low and middle income countries.**

Marianne Sandvad Ulriksen  
01/06/2012 → 31/07/2012

**Financing development in Africa: Aid and its alternatives.**

Marianne Sandvad Ulriksen  
01/06/2011 → 31/07/2011

**Public Policy.**

Marianne Sandvad Ulriksen  
01/01/2011 → 01/06/2011

**Politik, velfærdsregimer og fattigdom i ikke-vestlige lande.**

Marianne Sandvad Ulriksen  
01/02/2009 → 01/06/2009

**Afrikas udvikling – politologiske forklaringer og perspektiver.**

Marianne Sandvad Ulriksen  
01/06/2008 → 01/11/2008

**Master thesis**

Marianne Sandvad Ulriksen  
01/09/2017 → ...

**Internship**

Marianne Sandvad Ulriksen  
01/09/2017 → ...

**The Sustainable Development Goals and the International Society: The pursuit of justice, equality and redistribution.**  
Master Course: 10 ECTS; Political Science, Aarhus University

**Supervision**

**Bachelor project**

Marianne Sandvad Ulriksen  
01/09/2020 → 31/01/2024

**Metode 3 vejledning**

Marianne Sandvad Ulriksen  
01/11/2017 → 01/05/2018

**Master thesis**

Marianne Sandvad Ulriksen  
01/09/2017 → ...

**Internship**

Marianne Sandvad Ulriksen  
01/09/2017 → ...

**Pedagogical competences**

I have completed the Teacher Training Programme for Assistant Professors at Aarhus University.

The course focuses on university teaching as a knowledge field on learning theory and learning objectives, on student motivation and learning strategies, course planning theory, course participants' own teaching plans and practice, different types of lectures, classroom teaching, supervision and using information and communication technology for teaching purposes, on research-based teaching, motivation structures at the university and the participants' own development as teachers.

In the spring 2023 I completed the course: The teacher as a mediator - discussion based teaching.