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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

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

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

Indledende statskundskab

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

Sammenlignende Statskundskab

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

Almen Statskundskab

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

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

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

Supervision

Metode 3 vejledning

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

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.