

# Teaching Portfolio

## 1. Pedagogical philosophy

My teaching philosophy is inspired by John Biggs' theory of constructive alignment. Large classes and students with very different academic backgrounds require a high degree of active student involvement to assure maximum learning effects. "It's important, what the student does" – actively engaged students learn more than passive students. So it's not only about spreading my knowledge to the students, but making them interested in the subject and thus eager to increase their knowledge and develop methods for independent learning, together with their fellow students. Project oriented learning is my favourite way of achieving this overall aim.

My teaching aims to achieve a high degree of student participation, activation and collaborative learning. Students must prepare lectures and presentations, are assessed by fellow students, and have to submit group projects. E-learning activities as blogs, podcasts and discussion fora are included to increase student participation and peer discussion, especially for distant learning students. I try to restrict my role to moderation and shorter lectures/presentations to assure active student participation.

## 2. Teaching experience

I have taught a variety of social science and history courses at bachelor and master level, including the organization of summer schools. I have also regularly supervised of bachelor- and master projects. Here I put my effort in constructive moderation, with the aim to encourage student ownership of their project, from idea to elaboration. I use group supervision as an instrument to involve the students' in their peers' projects, to avoid frustrations of solemnity and to encourage progress by benchmarking.

My preferred form for examination is a term paper on a specific topic, which then is defended orally. This enables the student to dig deeper into a specific problem, and the oral defence examines the student's ability to relate her/his work to the broader perspective. I have also worked with individual opposition to other student's papers. By criticizing a fellow student's paper, the student can demonstrate her/his understanding of the specific topic in relation to the whole course. Recently, I have adapted examination forms to professional work situations in practical courses like Project Management, where the students have to hand in a project plan and then defend it in front of a peer jury.

### *Supervision of Ph.d. students*

I have functioned as the Ph.D. coordinator at the department from January 2012 until December 2016. In this function, I chaired the drafting of a revision of the department's Ph.D.-policy ensuring closer supervision and more opportunities for the Ph.D.-students to share and discuss their research within the research groups, but also with external researchers of their field. I have been involved in drafting a joint Ph.D.-policy for the Faculty of Business and Social Sciences in 2013.

I have successfully supervised two Ph.D.-projects as principal supervisor:

- Negotiating processes of new borderlines after the First World War - Construction of identity within the context of different plebiscites of the German abandonment of certain areas after the Versailles treaty (2010-2013)
- Mobility of labour in the Danish-German border region 1840-1920's (2011-2014)

Both ph.d. students under my supervision completed their project; one in time, the other after a three months' extension. In my supervision, I try to enable the student to understand that supervision is a cooperative effort. Even though there is a hierarchy between the supervisor and the student, both are researchers and effectively do the same work. The Ph.D. student is made aware that their project is primarily their project, which they do to demonstrate to the academic world that they have become qualified researchers. My philosophy of the task of supervising is coaching, sharing experience and giving constructive criticism.

### *Study programme development*

I was a representative in the Study Board for European Studies from 2006-2013. I have participated in the major revision of the bachelor programme starting with the academic year 2009-2010, and have functioned as a contact person to the University of Flensburg with regard to the cooperation in the joint study programme European Studies. I chaired another major revision in the cross-border cooperation of the master programme in European Studies in 2011-2013, including the elaboration of a specific track for the Sønderborg campus.

I have been the program responsible for the bachelor programme in European Studies from 2013-2015, and for the master program in European Studies from 2013 until its closure in 2017.

### *Teaching materials*

I have participated in the development of the following teaching materials:

- Bilingual edition (Danish/German) of historical sources on the history of the Danish-German border region
- Booklet on the history of the political party of the Danish minority, the Südschleswigsche Wählerverband SSW, 1st edition in 1999, 2nd edition in 2006, 3rd extended edition in 2015. All three editions are published in Danish and German (3rd edition forthcoming)
- Textbook "Sydslesvigs danske historie", a comprehensive textbook on the Danish history of Southern Schleswig to use in High School, University and adult education, published in Danish and German

Presently, I am part of a team working on a textbook for Border Studies in higher education, as part of the collaborative international research project Borders in Globalization, funded by the Canadian Social Science and Humanities Research Council.

## 3. Formal education in teaching methods and pedagogical practice, pedagogical development

University teacher training course (Adjunktpædagogikum), University of Southern Denmark, 2007. Included pedagogical theory, observation and supervision in teaching, practice of teaching methods, e-learning. I regularly (about every other year) attend pedagogical courses offered by University of Southern Denmark, i.e. Teaching for Tomorrow (e-learning) and Case Based Learning. I am certified for teaching in English.