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Pedagogical philosophy

The aim of education is to enable individuals to continue their education ... (and) the object and reward of learning is continued capacity for growth.

John Dewey

One teaching philosophy has founded all the courses I have taught over last years, whether introductory, undergraduate or graduate courses. However, the philosophy has developed in a long and hard process of trial and error and I therefore believe the philosophy will develop further in years to come. It entails a specific, practically oriented understanding of teaching and the pedagogical skills necessary to enhance university student's enthusiasm for learning.

More specifically, my pedagogic philosophy and its implications for teaching are as follows:

Integrating research and learning: As a foundation lies the idea that teaching is about guidance and scaffolding inquiry rather than a mere transmission of facts. Education has always been much more than teaching a body of knowledge to eager minds, and a teacher's mission should be to open the student's minds to possibilities and to teach students that learning is an adventure, not a mere reproduction of facts. This of course also entails that students have to be encouraged in order for them to achieve self-respect in relation to their own learning processes. If we achieve this, we also achieve a fundamental understanding of what research is; namely a personal learning adventure that continues a whole lifespan.

An explorative foundation: In connection with the integration of research and learning, it becomes important that not all course goals are set beforehand but develop throughout the course and this through the students' active participation. The students are in this way responsible for the results of their training and they come to view learning as a life long process, which is not just about the accession of tools they can use but is about continuous (self)development.

Interactive learning between teacher(s) and student and in-between students. To engage oneself in a learning-process entails development on the side of both teacher and student. One can indeed learn a great deal from students and if a teacher is open to this fact it also infers that students become open to new learning possibilities and gain confidence in their work. Of course, interactive learning does not entail that one rids oneself completely of the role of authority, yet it does entail the willingness to blur the dividing lines between master and student, when this is the best way of transmitting knowledge.

Learning by doing: The best learned knowledge is the one we have discovered ourselves and it is thus my goal that all my course - be they theoretical, analytical or methodological - aim at doing work in practice. Students' enthusiasm for learning increase tremendously when academic teaching is combined with real life experiences. This is true, not only for courses, where theoretical assumptions are exemplified through real life experiences but most importantly, in courses where the students are asked to perform in real life. Learning must be allowed to be discovered in real life and this discovery must be couched in a consciousness of the greater social and physical world we live in.

For a practical example of how the philosophy is implemented, I have included a pedagogical development project that I carried out in connection with the pedagogical course for assistant professors followed at SDU in 2008 (see below).

Teaching experience

Since 2002, I have been teaching a variety of courses in several departments at Danish universities. I have been externally associated professor teaching European Ethnology at BA and MA level for six years at the Saxo-Institute at Copenhagen University. I taught sociology at BA level at Copenhagen University 2004-2006 and I taught European Studies at MA level at the University of Aarhus 2005-2006. I have also been organising and teaching ph.d. courses in 'Relational thinking' at Copenhagen Business School, 2007-2008. From February 2008 I have been teaching regularly at the SDU educations in Sønderborg and since 2016, I have been teaching courses in political science in Odense. Apart from the courses I have taught, I have supervised student dissertations as well as in connection with their internships.

Teaching and supervision

Advanced Qualitative Methods

Starke, P.
01/02/2020 → 31/08/2020

Advanced Qualitative Methods

Starke, P.
01/02/2021 → 31/08/2021

Collaborative Strategies of Regions

Andersen, D. J. & Martens, H.
01/02/2009 → 30/06/2014

Contemporary Perspectives in Border Regions

Frandsen, S. B., Stoklosa, K. & Castan Pinos, J.
01/09/2014 → 31/01/2018

Contemporary Perspectives in Border Regions

Stoklosa, K.
01/09/2018 → 31/01/2020

Cultural Analysis

Yndigeegn, C. & Andersen, D. J.
01/02/2015 → 01/02/2015

European Identity and Culture

Aubry, L. & Andersen, D. J.
03/02/2020 → 31/05/2020

European Identity and Culture

Andersen, D. J.
01/02/2020 → 31/08/2022

European Nation States and Integration

Frandsen, S. B.
01/09/2020 → 24/01/2024

European Studies: Introduction to Concepts and Methods

Andersen, D. J.
01/09/2017 → 31/01/2018

European Studies: Introduction to Concepts and Methods

Andersen, D. J.
01/09/2018 → 31/01/2019

European Studies: Introduction to Issues & Concepts

Andersen, D. J.
01/09/2014 → 31/01/2017

Introduction to Concepts and Methods in European Studies

Andersen, D. J.
01/09/2021 → 31/01/2022

Methodical Science 2

Wulfgramm, M. & Careja, R.
01/02/2020 → 31/08/2022

Methods 2

Wulfgramm, M. & Andersen, D. J.
01/02/2018 → 30/06/2018

Metode 2

Voigt, S. W.
01/02/2012 → 30/06/2017

Networks and Regional Strategies

Frandsen, S. B., Andersen, D. J. & Gretzinger, S.
01/09/2022 → 31/01/2023

Networks and Regional Strategies

Gretzinger, S.
01/09/2020 → 31/01/2023

Philosophy of Social Science and Methods 1

01/09/2018 → 31/01/2019

Political Theory

Aubry, L., Stoklosa, K., Andersen, D. J., Klatt, M. & Frandsen, S. B.
03/02/2020 → 31/05/2020

Qualitative Methodology

Andersen, D. J.
01/02/2020 → 31/08/2022

Social Research and Methodology

Andersen, D. J.
01/02/2014 → 30/06/2015

Using Qualitative Research Methods

Andersen, D. J.
01/09/2013 → 31/01/2016

Videregående kvalitativ metode

Andersen, D. J.
01/02/2016 → 30/06/2018

Yderligere afholdte kurser

Pedagogical qualifications

Teacher-Training Programme for Assistant Lecturers at the University of Southern Denmark

Pedagogical development project (only available in Danish)

Further pedagogical skills

Prizes

Årets Underviser på Samfundsvidenskab, Sønderborg, 2018
Andersen, D. J. (Recipient), 29. Jun 2018