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Formal education in teaching methods and pedagogical practice

Lecturer Training Program, year-long course in pedagogy at University of Southern Denmark, December 2013-December 2014

Included:

Reading and courses on pedagogical theory and practice
ECTS courses on supervision, assessment, and teaching exercises
Observations of fellow instructors
Observation by internal and external supervisors
Feedback meetings with internal and external supervisors
Self-evaluation of teaching
E-learning project
Pedagogical development project on supervision of students

Teaching Anthropology, semester-long PhD course at Indiana University, Fall 2008

Included:

Weekly readings and discussions of current research on pedagogical theory and practice
Recording and evaluating own teaching
Observation of another instructor
Assessment of teaching materials
Final project on syllabus design

Course development

At the University of Southern Denmark I co-developed the course “Global Consumer Cultures” with Søren Askegaard, and adapted the courses “Introduction to Social Anthropology” and “Economic Anthropology.”

At Indiana University I developed the course “Consumption in Contemporary China” and adapted the course “Laboratory in Ethnographic Methods.”

Teaching and supervision

Anthropological Fieldwork

Kuever, E.
01/09/2014 → 31/01/2018

Anthropological Fieldwork

Kuever, E.
01/09/2018 → 31/01/2023

Anthropological Fieldwork

Kuever, E.
01/09/2014 → 31/01/2024

Anthropological fieldwork Methods (incl. Philosophy of Science)

Kristensen, D. B.
01/02/2014 → 30/06/2016

Anthropology of Development

Kuever, E.
01/02/2022 → 31/08/2022

Bachelor thesis

Kristensen, D. B.
01/02/2015 → 31/08/2023

Business Research Methods (supplement to M.Sc.)

Rasmussen, E. S.
01/09/2014 → 31/01/2015

Doing Business in Emerging Markets

Wang, Y.
01/09/2014 → 31/01/2018

Economic Anthropology

Kuever, E.
01/02/2017 → 30/06/2018

Economic Anthropology

Kuever, E.
01/02/2017 → 31/08/2023

Global Consumer Cultures

Askegaard, S.
01/02/2014 → 31/08/2017

Globalization Processes

Emontspool, J.
01/02/2013 → ...

Introduction to Social Anthropology

Kuever, E.
01/09/2016 → 31/01/2018

Introduction to Social Anthropology

Kuever, E. & Skovgaard, M.
01/09/2021 → 31/01/2022

Introduction to Social Anthropology

Kuever, E.
01/09/2016 → 31/01/2024

Marketing Across Cultures

Kuruoglu, A. & Kuever, E.
01/09/2014 → 30/11/2023

Additional Teaching Experience

Department of Anthropology, Indiana University

2011 Laboratory in Ethnographic Methods, Instructor, spring semester.
2009 Cars, Phones, and KFC: Consumption in Contemporary China, Instructor, spring semester.
2008 Global Consumer Culture, Associate Instructor, fall semester.

Fairhaven College, Western Washington University

2001 Society and the Individual, Teaching Assistant, fall quarter.

Teaching methods

Lecture
Class discussion
Flipped classroom
Class discussion based around contributions to e-learning tools padlet and poll everywhere
Small group discussion
Peer review sessions
Writing exercises
Brainstorming
Student presentations
Debates on course topics
Games and other activities, e.g. research question bingo or exam review jeopardy

Tests and exams

In most of the courses I have taught written exams have been employed to assess student learning. In some courses, such as Philosophy of Science, these exams took the form of multi-page responses to questions provided by myself and my co-instructor. In others, such as Consumption in Contemporary China, the exams were designed as standalone research papers on a topic related to the course that was chosen by the student. In the course Global Consumer Cultures exams were oral and based on questions relating to core concepts that students chose at random. I believe that familiarity with a wide variety of examination formats enables an instructor to select the form that best measures student performance, but also prompts students to think independently and critically. This is very much the case in the course Introduction to Social Anthropology, which requires students to carry out interviews with exchange students in Denmark, analyze the data and identify themes in a group, and finally to connect these themes to course topics and classic debates in anthropology in a written report. This format allows students insights into the production of ethnographic knowledge while also fostering deep engagement with the concepts they will continue to explore throughout their studies in anthropology.

Basic teaching philosophy

As a teacher my job is to give students the opportunity to use analytical and ethnographic tools to tackle complicated issues in a way that empowers them to meet the challenges of this century, challenges that require globally-oriented citizens able to ask questions, critically evaluate information, and create and support innovative solutions to global problems. I challenge students to think critically and creatively, for those who are well-informed and able to articulate and defend their ideas are the ones who will be able to realize their values and become leaders in their communities.

Students learn through active engagement with course content and by wrestling with information and ideas that stretch beyond the confines of curriculum. On the first day of every course I teach I briefly outline the pedagogical justification for active learning, explaining that students who use course concepts will gain far more from the class than those who merely try to absorb them. To foster engagement I employ a variety of active learning techniques. In small classes I alternate didactic teaching with activities such as debates and student presentations. In large lecture courses I involve students during class time by using e-learning tools such as Padlet, and provide reading guides and questions designed to prepare students for class discussions. I insist that students demonstrate their facility with course themes and core concepts through both writing analytically and sharing their ideas verbally. For this reason I frequently organize students in pairs or small groups for discussion, allowing students who are not comfortable speaking in front of the class to articulate their opinions and practice employing theories. I design examinations with an eye to allowing students to use analytical and conceptual tools to untangle complex phenomena, whether a plan for expanding a business into a new cultural context or

a research project on environmental sustainability and consumption in Brazil.

The importance of educating students on the global world is deeply embedded in my teaching and I am committed to increasing cross-cultural understanding, exchange, and engagement. This commitment runs through my own research and links my research and teaching agendas. Influenced by my own intellectual trajectory, I seek through my teaching to foster an openness to the world by encouraging students' curiosity and empathy, and to prepare them to thrive in our globalized world. The overwhelmingly positive formal evaluations and personal communications I have received from students over the years demonstrate the effectiveness of my teaching philosophy.