

Teaching Portfolio

Liv Starheim
Lektor
SDU Global Sustainable Production
Institut for Teknologi og Innovation
Postadresse:
Campusvej 55
5230
Odense M
E-mail: lsta@iti.sdu.dk

Education

1993 Cand. Psych.
2000 Authorised psychologist
2002 Specialist and supervisor i Work- and Organizational Psychology
2008 Lektorgodkendt på Professionshøjskolen Metropol, København
2009 -2012 Ph.d. student at Roskilde University
2012- Assistant Professor in DTU Management
2021- Associate Professor SDU, Department of Technology and Innovation

Work

1993 Vestsjællands BST Center
1994 BST Tele Danmark
1996 BST Københavns Kommune
2001 Teacher at the Police School, Brøndby
2004 Lecturer at the School of Social Work, Copenhagen.
Private consultant firm in organizational psychology
Developed education and written lecturing book in Work Psychology for Center for public education, COK
2006 Lecturer at School of public administration in Strategic Leadership courses
Assistant Professor at School of Social Work, Copenhagen.
Lecturer in courses in public education of Cooperation Committee at government workplaces.
2009-2012 Ph.d. student Work Life Center, Roskilde Universitet
2012- Assistant professor DTU Management
2021- Associate professor, SDU, Department of Technology and Innovation

Pedagogical view

Teaching philosophy

These very different teaching context demands quite different attitudes towards the participants as they differ in terms of chosen or not optional teaching session. Also the type of learning as either formal educational setting which gives the students a diploma, that allows them access to specialized jobs or learning in the team at workplaces outside the educational systems forms very different frames around the learning session. However, when I look through these very different settings my teaching philosophy becomes quite clear. Some principles for teaching are dear to me and other principles could be changes according to different groups or to different purposes with the learning. In short my teaching philosophy developed from my teaching experience above consists of three elements:

Activating experience and both theories in practice and theory in use should be essential, if to be developed in the learning sessions

Framing of exploration of a subject should be precise and predict what kind of exploration the students are able to perform, but not always the kind of results.

Learning in calm, friendly and trustworthy environment are essential for students to explore their own boundaries of thinking and behavior and help them engage in challenging activities as role play and reflections.

Teaching experience

My teaching experience comes from different areas and for this reflection paper to the UP course at DTU in the autumn of 2013 I have chosen 5 areas. Each of the areas are briefly describe as to the students involved, the main purpose of the

education, my preferred learning methods and a headline for the form of learning setting.

1. As an organizational consultant, teaching staff and leaders how to develop and maintain healthy psycho-social workplaces is a dominating task. The education is aiming at experienced grownups, situated at the workplaces and on the basis of the tasks, the workplace perform, the educational background of the participants together with the ongoing social dynamics in the workplace.

Lots of group works on how to perceive the working environment, how to understand the situations and which solutions that could be possible to change the situation to a more desirable one has been the most common of my learning methods. Developing reflective session with interviews, openly reflections from the consultant upon the discussion and interviewing leader and other key person in front of rest of the workplace members has also been an important part of the learning methods.

The headline for this kind of education is translation of knowledge of the psycho-social work environment into changes in organizational practice.

2. At the Police School the students are 8 months at the school, 8 month in practice as patrol officers and then back 8 months at the school before making the final project of exam. My job was to activate the experience they had gathered as patrol officers and make them reflect upon them. By giving them theories and concepts regarding psychological explanations on human action, we tried to give them tools to understand their experiences in a more generalized way. To try to prepare them and give them a more abstract understanding to meet all the peculiar human actions that you will witness and have to deal with, in a police officer's job.

The challenges for this teacher is how to translate curriculum into activities that included physical involvement of this young people, who are very physical in their orientation and learning processes. Role play, involving them in making scripts of how situation possible could develop and a lot of interviewing each other as training in communication was a main learning method. As well as joining their learning session in extreme situation, - ex. jumping from high towers and making rooms of reflections afterwards.

The headline of this kind of education is to activate the concrete experience and the contents of concepts and theories simultancely, to make the connection between them to a new experiences, and not just words.

3. At the School of Social Work the students often choose this education to save the world. One of the main tasks is to give them knowledge about this world and to train them in methods that will actually not harm the people, they would like to save. The task is to learn the student to analyse often very complex social and psychological situations that people depended in the social welfare system are embedded in.

The teaching methods are dominated by project work to strengthen the student's capabilities to make analyses before jumping conclusions. Other teaching methods is role play, training interview setting and reflection groups to train the capacity to recognize and deal with situations of ambiguity and cross pressure from different shareholders in different social problem situations.

The headline for this educational task is to prepare the students for their involvement in the social care system and to give them tools to make observations, descriptions and analysis before the make their decision on how to interpret the rights and obligations of the people concerned.

4. In Center of Public education I have written a lecturer book, after discussing the four included elements of work psychology with the workgroup on starting up this education. The students are grownups with long and short job experience from the public sector mainly with administrative tasks. In the three courses I thought to prepare and evaluate the textbook, 100 % were women in their thirties and forties, with short educational school background and some very bad experiences with the school system.

The book is structured around a short text describing the theory and concept, an example from a workplace illustrating a situation that can be illuminated by using the described concepts and in the end 3 – 6 questions regarding the students own personal experience of the described theoretical frame.

The aim in the textbook is to give understandable explanations of the experiences within the social and psychological dynamics, that can be reproduce to future concrete work situations and challenges.

5. My last and for a DTU perspective most interesting educational challenges is the Master education in Environmental and Working environment. I am program coordinator and lecturer within. The Master of environmental management, MEM educates every year around 20 master students and has a 20 year long history at DTU. The students are grownups with formal education on bachelor level, but with longstanding experiences into the field of environment and work environment issues at workplaces. They have their full time job and do the master program on the side.

The master program is parted into three semesters each divided into four three days in-house learning courses and a written project. The learning methods are divided between traditional lectures, teaching session based upon case work en exercises, framing and giving opportunities to learn from another in the network of class mates and the project work supported with group supervision. In the third semester we use the reflective teams as the supervising method, involving

the other group members into the supervision process.

The headlines for the learning methods in MEM are to support the meeting between experienced practioners and theoretical university teachers and to strengthen the knowledge that comes forward in this meeting. This is the most important motivational driver for both students and teachers.

Formal pedagogical training

See Education and Work above

Other activities related to teaching and teaching development

-