

Teaching Portfolio

Steffen Kjær Johansen
SDU Global Sustainable Production
Department of Technology and Innovation
Postal address:
Campusvej 55
5230
Odense M
Denmark
Email: skjo@iti.sdu.dk
Mobile: 93507353
Phone: 65507519
Web: <https://portal.findresearcher.sdu.dk/da/persons/steffen-johansen>
LinkedIn: <https://www.linkedin.com/in/steffenkjohansen>



Qualifications

Philosophy, Master of Arts, Our University: The fifth power of state, University of Southern Denmark
Award Date: 28. Feb 2018

Finance, Graduate Diploma in Business Administration, Academic Spin-Off Ventures, Copenhagen Business School
Award Date: 12. Dec 2005

Ph.D., All-Optical Signal Processing in Quadratic Nonlinear Materials, Technical University of Denmark
Award Date: 11. Nov 2002

Technical Physics, Master of Science in Engineering, Beam Propagation and Self-Focusing in $\chi(2)$ Materials, Technical University of Denmark
Award Date: 13. Sept 1999

Italian, Certificate in Business Language, Copenhagen Business School
Award Date: 11. Jun 1998

Formal paedagogical training

2013 Lecture Training Program, University of Southern Denmark

Fundamental pedagogical view

The university as an institution plays a fundamental role in the development of our Western societies (Johansen, 2017). Where else do we wield the kind of knowledge required to challenge our existing ways of life. At the university, we allow ourselves to take a step back from ideology and paradigms (Kuhn & Hacking, 2012) which in turn allows us to investigate the foundations of ideology and paradigms from the outside rather than being limited to optimize from within. Of course, other societal institutions also produce knowledge, but those institutions are for the most embedded in and committed to certain ideologies and paradigms, e.g. businesses to global capitalism and think tanks to ideology. Other institutions again, e.g. charitable private foundations, may seek to challenge our ways of life, i.e. they challenge ideology, but do not have the critical knowledge mass to pursue this task. In this sense the university is on par with other powers of state (cf. Locke and Montesquieu) and should likewise be secured the freedom to fully assume this role (see e.g. Magna Charta Universitatum to which SDU is a signatory university (MagnaCharta)).

Teaching and studying are integral parts of the operations of a university. In programme design and teaching at the university, we must consider, that the vast majority of the students will end up in companies or other institutions outside the university. Thus, it is only reasonable to ensure that our students are fairly immediately useful for those other institutions. There is a balance to strike here, however, for the needs and wants of other institutions, embedded in their respective paradigms, are not necessarily aligned with the core task of the university which would be to challenge the exact same paradigms. It remains, however, that studying is not just a matter of acquiring knowledge of tools and methods - this would reduce the task of teaching to increase employability skills and reduce graduates to instruments. The students need to become self-facilitated learners. They need to be trained to comprehend and analyze the context and paradigm they function within. They need to be able to analyze the participatory processes they are engaged in. They need to move from a fixed mindset to a growth mindset (Dweck, 2008). They need, in a certain sense, to become change agents. To me, this is what should set studying at a university apart from learning at other high-level knowledge institutions.

At the Technical Faculty of SDU (TEK), study programmes are aligned with TEK's educational model (DSMI - Den Syddanske Model for Ingeniøruddannelse). DSMI focusses heavily on employability and meeting the demands of the regional businesses, but at the same time it embraces general competences such as independency in and responsibility for own learning, interdisciplinary teamwork, and innovation. At the core of DSMI is experiential project-based learning where student groups work together on "real businesses real problems". To me, as a practitioner, DSMI provides a

reasonably concise and precise pragmatic framework, or paradigm if you will, to teach and design our programmes within.

When it comes to the actual teaching part, I always aim at scaffolding the way to knowledge rather than simply giving the answer or showing how it is done. I try to get an idea of who the students are, and I gauge the resources in terms of hours available. Based on this, the course description and the study programme, I then I decide on what pedagogical approach to take. If it makes sense to use a certain pedagogical method, I apply it. If it does not do "the trick", I try something else. In the end, I evaluate and try to learn from the experience in order to do better next time.

Pedagogical training, e.g. courses, helps me expand my pedagogical toolbox. In order to help improve TEK's programmes, I try to participate in and work with as many teaching related forums and projects as possible, at the university and in society at large.

References:

Dweck, C. S. (2008). *Mindset: The new psychology of success*: Random House Digital, Inc.
Johansen, S. K. (2017). *Our University - The Fifth Power of State*. (Thesis for the degree of Master of Arts (MA) in Philosophy Master's thesis). University of Southern Denmark
Kuhn, T., & Hacking, I. (2012). *The structure of scientific revolutions* (Fourth ed.). Chicago: University of Chicago Press.
MagnaCharta. Observatory Magna Charta Universitatum. Retrieved from <http://www.magna-charta.org/>

Teaching experience

Coordinative teaching activities

02/2016 – Head of Experts in Teams

08/2022 - Head of SDU Admission Course for the Engineering Programmes Odense

02/2014 - 01/2015 Programme Head of Energy Technology (BA and Master)

02/2014 – Member of "Uddannelsesforum" (a forum for TEK's programme heads)

09/2015 Semester coordinator for 3rd semester B.Sc.Eng. in Energy Technology

02/2014 Semester coordinator for 2nd and 4th semester B.Sc.Eng. in Energy Technology

09/2013 Semester coordinator for 3rd semester B.Sc.Eng. in Energy Technology

02/2013 Semester coordinator for 2nd semester B.Sc.Eng. in Energy Technology

Courses

2023 spring Teaching the subject Science Theory (load: 2,5 ECTS)

Course(s): Integreret produktudvikling 4 (T120008101), B.Eng. in Integrated Design, 20 ECTS

2023 spring Teaching Mathematics

Course: Admission course for the engineering study programmes

2022 fall Facilitator on Experts in Teams

Course(s): Experts in Team Innovation (T700012101), mandatory for most study programs on 5. semester TEK/SDU/Odense, 10 ECTS

2022 fall Teaching the subject Science Theory (load: 2,5 ECTS)

Course(s): Projekttema 3: Mechanical Tests: Videnskabsteori, Elektriske maskiner og kredsløb, Dataopsamling og -behandling, Statistik og sandsynlighedsregning (T030033101), B.Eng. in Maskinteknik, 20 ECTS

2022 fall Teaching Mathematics

Course: Admission course for the engineering study programmes

2022 spring Teaching Mathematics

Course: Admission course for the engineering study programmes

2021 fall Facilitator on Experts in Teams

Course(s): Experts in Team Innovation (T700012101), mandatory for most study programs on 5. semester TEK/SDU/Odense, 10 ECTS

2021 fall Teaching the subject Science Theory (load: 2,5 ECTS)

Course(s): Laboratory Tests (M-PTE3-U01), B.Eng. in Maskinteknik, 20 ECTS

2021 fall Teaching Mathematics

Course: Admission course for the engineering study programmes

2021 spring Teaching Mathematics

Course: Admission course for the engineering study programmes

2020 fall Facilitator on Experts in Teams

Course(s): Experts in Team Innovation (T700012101), mandatory for most study programs on 5. semester TEK/SDU/Odense, 10 ECTS

2020 fall Teaching the subject Science Theory (load: 2,5 ECTS)
Course(s): Laboratory Tests (M-PTE3-U01), B.Eng. in Maskinteknik, 20 ECTS

2020 fall Teaching Mathematics
Course: Admission course for the engineering study programmes

2020 spring Teaching the subject Science Theory (load: 3 ECTS)
Course(s): Improving the Performance of Global Supply Chains (GX-SET4), B.Eng. in Global Management and Manufacturing, 4th semester, 15 ECTS. Semester Theme 4 (PDXSET4), B.Sc.Eng. in Product Development and Innovation, 4th semester, 20 ECTS

2020 spring Teaching Mathematics
Course: Admission course for the engineering study programmes

2019 fall Facilitator on Experts in Teams
Course(s): Experts in Team Innovation (T700012101), mandatory for most study programs on 5. semester TEK/SDU/Odense, 10 ECTS

2019 fall Teaching the subject Science Theory (load: 2,5 ECTS)
Course(s): Laboratory Tests (M-PTE3-U01), B.Eng. in Maskinteknik, 20 ECTS

2019 fall Teaching Mathematics
Course: Admission course for the engineering study programmes

2019 spring Teaching the subject Science Theory (load: 3 ECTS)
Course(s): Improving the Performance of Global Supply Chains (GX-SET4), B.Eng. in Global Management and Manufacturing, 4th semester, 15 ECTS. Semester Theme 4 (PDXSET4), B.Sc.Eng. in Product Development and Innovation, 4th semester, 20 ECTS

2018 fall Facilitator on Experts in Teams
Course(s): Experts in Team Innovation (T700012101), mandatory for most study programs on 5. semester TEK/SDU/Odense, 10 ECTS

2018 fall Teaching the subject Science Theory (load: 2,5 ECTS)
Course(s): Laboratory Tests (M-PTE3-U01), B.Eng. in Maskinteknik, 20 ECTS

2018 spring Teaching the subject Science Theory (load: 3 ECTS)
Course(s): Improving the Performance of Global Supply Chains (GX-SET4-U3), B.Eng. in Global Management and Manufacturing, 4th semester, 15 ECTS. Semester Theme 4 (PDXSET4-U2), B.Sc.Eng. in Product Development and Innovation, 4th semester, 20 ECTS. Science Theory, B.Eng. in Electrical Energy Technology, 4th semester, 3 ECTS

2017 fall Teaching the subject Science Theory (load: 2,5 ECTS)
Course(s): Laboratorietest (M-PTE3-U01), B.Eng. in Maskinteknik, 20 ECTS. Ingeniørfagligt grundlag 3 (P-IFG3-U3), B.Eng. i Produktionsteknik, 10 ECTS

2017 fall Facilitator on Experts in Teams
Course(s): Experts in Teams (F-EIT5-U02), mandatory for all study programs on 5. semester TEK/SDU/Odense, 10 ECTS

2017 spring Teaching the subject Science Theory (load: 3 ECTS)
Course(s): International Business Improvement (GX-SET4-U1), B.Eng. in Global Management and Manufacturing, 4th semester, 20 ECTS. Science Theory (PDXSCT-U1), B.Sc.Eng. in Product Development and Innovation, 4th semester, and B.Eng. in Electrical Energy Technology, 4th semester, 3 ECTS

2017 spring DEMOLA: Facilitator for 2 teams
(read about DEMOLA under PAEDAGOGICAL DEVELOPMENT ACTIVITIES)

2016 fall Teaching the subject Science Theory (load: 2,5 ECTS)
Course(s): Laboratorietest (M-PTE3-U01), B.Eng. i Maskinteknik, 3rd semester, 20 ECTS. Ingeniørfagligt grundlag 3 (P-IFG3-U3), B.Eng. i Produktionsteknik, 3rd semester, 10 ECTS

2016 fall Teaching the subject Energy systems (load: 5 ECTS)
Course(s): Energy systems (ET1-ESY-U1), B.Sc.Eng. in Energy Technology, 1st semester, 20 ECTS

2016 fall Facilitator on Experts in Teams
Course(s): Experts in Teams (F-EIT5-U02), mandatory for all study programs on 5th semester TEK/SDU/Odense, 10 ECTS

2016 spring No teaching

2015 fall Facilitator on Experts in Teams

Course(s): Experts in Teams (F-EIT5-U02), mandatory for all study programs on 5th semester TEK/SDU/Odense, 10 ECTS

2015 fall Teaching the subject Energy systems (load: 5 ECTS)

Course(s): Energy systems (ET1-ESY-U1), B.Sc.Eng. in Energy Technology, 1st semester, 20 ECTS

2015 spring Paternal leave

2014 fall Teaching the subject Energy systems and environmental aspects (load: 5 ECTS)

Course(s): Energy systems, technologies, and energy balances (ET-EEEE-U1), B.Sc.Eng. in Energy Technology, 1st semester, 30 ECTS

2014 spring Teaching the subjects Thermodynamics (load: 5 ECTS) and Electrical power and heat production (load: 5 ECTS)

Course(s): Energy conversion (ET-EKO-U1), B.Sc.Eng. in Energy Technology, 2nd semester, 30 ECTS

2013 fall Teaching the subject Energy systems and environmental aspects (load: 5 ECTS)

Course(s): Energy systems, technologies, and energy balances (ET-EEEE-U1), B.Sc.Eng. in Energy Technology, 1st semester, 30 ECTS

2013 spring Teaching the subjects Thermodynamics (load: 5 ECTS) and Electrical power and heat production (load: 5 ECTS)

Course(s): Energy conversion (ET-EKO-U1), B.Sc.Eng. in Energy Technology, 2nd semester, 30 ECTS

2002 spring Applied Mathematics for Engineers, assistant teacher, DTU/IMM, Course 02645

2000 spring Applied Mathematics for Engineers, assistant teacher, DTU/IMM, Course 04201

1999 fall Introductory Statistics, assistant teacher, DTU/IMM, Course 04041

1998 fall Basic Electronics and Electromagnetics, student assistant, DTU, Course 49102

Supervision

2017 fall Academic supervisor on DEMOLA

(read about DEMOLA under PAEDAGOGICAL DEVELOPMENT ACTIVITIES)

2017 spring BA-project supervisor for 1 student (B.Sc.Eng. in Energy Technology)

2017 spring Academic supervisor on DEMOLA

(read about DEMOLA under PAEDAGOGICAL DEVELOPMENT ACTIVITIES)

2016 fall Supervising 2 groups on semester projects

Course(s): Energy systems (ET1-ESY-U1), B.Sc.Eng. in Energy Technology, 1st semester, 20 ECTS

2016 fall Academic supervisor on DEMOLA

(read about DEMOLA under PAEDAGOGICAL DEVELOPMENT ACTIVITIES)

2015 fall Supervising 2 groups on semester projects

Course(s): Energy systems (ET1-ESY-U1), B.Sc.Eng. in Energy Technology, 1st semester, 20 ECTS

2015 fall Supervising 2 groups on semester projects

Course(s): Semester Theme 3 (PDXSET3-U1), B.Sc.Eng. in Product Development and Innovation, 3rd semester, 22 ECTS

2015 fall Supervising 4 groups on semester projects

Course(s): Semester Theme 1 (PDXSET1-U1), B.Sc.Eng. in Product Development and Innovation, 1st semester, 20 ECTS

2014 fall Supervising 2 groups on semester projects

Course(s): Energy systems, technologies, and energy balances (ET-EEEE-U1), B.Sc.Eng. in Energy Technology, 1st semester, 30 ECTS

2014 spring BA-project supervisor for 2 students (B.Sc.Eng. in Energy Technology)

2014 spring Supervising 1 group on semester projects

Course(s): Energy conversion (ET-EKO-U1), B.Sc.Eng. in Energy Technology, 2nd semester, 30 ECTS

2013 fall Supervising 2 groups on semester projects

Course(s): Energy systems, technologies, and energy balances (ET-EEEE-U1), B.Sc.Eng. in Energy Technology, 1st semester, 30 ECTS

2013 spring Supervising 2 groups on semester projects

Course(s): Energy conversion (ET-EKO-U1), B.Sc.Eng. in Energy Technology, 2nd semester, 30 ECTS

Teaching related projects

Tværfaglige samarbejdskompetencer til værdiskabelse og bæredygtighed

Kjær Johansen, S., Løje, H., Sortland, B., Axelsson, S., Haahr, U., Brenna, S. J., Johannessen, A. & Beate Pettersen
01.01/05/2020 - 31/08/2023

Tværuniversitært kursusforløb i innovations- og entreprenørskabsundervisning for undervisere og studieansvarlige

Kjær Johansen, S., Nørgaard, C. & Hyldegård, J. S.
01/01/2020 - 31/08/2021

Underviser-Hackathon: Ny motor for udvikling af Innovations- og Entreprenørskabsundervisning på SDU

Kjær Johansen, S. & Nørgaard, C.
01/01/2020 - 31/12/2020

Other activities related to teaching and teaching development

Teaching related course activities

Formal pedagogical training: 2013 Lecture Training Program, University of Southern Denmark

September - November 2019 Basiskursus i uddannelsesledelse ved danske universiteter

Februar - maj 2019 Projektlederuddannelsen for forskere på SDU

05/07/2018 Databeskyttelse for medarbejdere på SDU (TEK)

09/03/2018 Straight to the Point: Perfect Punctuation – for VIP

19/12/2017 Supervision - roles and relations E17 - PDI

29/09/2016 Teaching in English at SDU (C1 level in spoken English)

25/09/2014 Best Practices in Supervising v. Jørgen Bro Røn

17/03/2014 Kursus i DSML og Modulbeskrivelser v. Jørgen Bro Røn

06/12/2013 Participatory Approaches: enabling active learning

04/12/2013 Vejledning - roller og relationer

Paedagogical development activities

2019 Involved in the SDU Talent programs Citizen Science and Radical Rethink

2018 Uddannelsesforum: Udviklingsprojekt omkring eksamensformer på store hold

2017 HR Udvikling: Facilitating not teaching: developing facilitation skills for the classroom. SKJO co-develops this course with Donna Hurford, SDUUP

2016 PlatformX: Humaniora Forsøg (read below about this)

06/2016 - 02/2018 Demola

I regi af Vækstlaboratorium Fyn (en sammenslutning af SDU, UCL, EAL og SIMAC med missionen ” at skabe kraftfulde relationer mellem aktører fra offentlige og private erhverv og innovative og engagerede studerende”) blev det af rektorerne i 2016 besluttet at bruge det kommercielle DEMOLA i implementeringen af et tværinstitutionelt innovations- og entreprenørskabskursus. DEMOLA-indsatsen blev udrullet som et projekt med rektorerne i styregruppen og en ansat projektleder og projektgruppe med det daglige ansvar. Indsatsen kørte i 3 semestre fra e16 til e17. DEMOLA blev nedlagt på Fyn, da det kommercielle samarbejde med virksomheden bag blev for besværligt.

I DEMOLA bliver en tværinstitutionelt håndplukket gruppe af studerende, der ligeledes kan være på forskellige akademiske niveauer, sat til at arbejde på en virksomhedscase. De studerende skal levere en innovativ løsning til virksomheden. Virksomheden kommitter sig til at købe løsningen af de studerende, hvis den vurderes at være god nok. Gruppen supporteres undervejs af en faglig facilitator fra en af institutionerne. Hver enkelt studerende får ligeledes tilknyttet en ”academic supervisor”, der sørger for en teoretisk komponent, der modsvarer den studerendes niveau og studieretning, og evt. eksamination.

På grund af TEK’s stærke position på området (Experts in Teams) blev SKJO en naturlig del af DEMOLA-projektgruppen og var således med til at udvikle DEMOLA. Ud over deltagelse i ledelsesarbejdet fungerede SKJO også som underviser på DEMOLA både som facilitator og ”academic supervisor”.

Fall 2016 PlatformX: Humaniora Forsøg

I efteråret 2016 blev det besluttet at gennemføre et forsøg i PlatformX-regi med formålet ” De studerende skal opleve at generisk Videnskabsteori er relevant og afgørende for udbyttet af deres specifikke studieforløb, også når Videnskabsteori samlæses på tværs af HUM uddannelserne på storhold”. Pga. kombinationen af underviser i Videnskabsteori på SDU/TEK og et godt kendskab til SDU/HUM fra filosofistudier blev SKJO inviteret til at være med i følgegruppen for forsøget. Følgegruppens opgave var primært at evaluere indsatsen.

Teaching related network activities

2015 - Nordic Experts in Teams Network

2018 - UNIEN

2018 - The network for innovation and entrepreneurship in education at SDU

2017 - IUPN netværksgruppe om innovation