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## **Fundamental pedagogical view (pædagogisk grundsyn)**

Understanding teaching as well as teaching understanding is a complex task that for me as a lecturer involves ongoing reflection of my teaching methods. How can I facilitate a learning environment that enables the students to acquire deep learning?

According to the literature, different views on how humans learn exist e.g. constructivism (Biggs and Moore, 1993; Idealism (Richardson, 1985). My fundamental view on teaching and learning is inspired by the ideas from constructivism and supported by methods that facilitate active and deep learning. The fundamental view of constructivism is that people actively construct their knowledge based on previous understanding. This means that my role is to make students think, act, reflect, so that the students are encouraged to move beyond being what Fry et al. (2003:22) term as “regurgitator, copyist and operative”. In practice, that means constructing a course design including teaching methods that ensure opportunities for learning and assessments that helps the students to actively construct their knowledge.

During my years of teaching I have therefore realized that the transmission of knowledge does not happen as a consequence of me being an expert within the field of subject but more as a consequence of the ability to facilitate interaction and active learning. Sheull (1993) seems to support this in his statement; “It is important to remember that what the student does is actually more important in determining what is learned than what the teacher does (Sheull in Biggs, 1993). Therefore, I see my role as a facilitator who is able to help the students in the process of actively creating and constructing their own knowledge base. I see the students as active learners who have the capacity to assign meaning to what they experience and learn. I intend to create learning environments that are to some extent autonomous and supportive instead of controlling trying to make the students take responsibility for their personal learning. In the literature this less controlling atmosphere is seen as having a positive effect on students’ motivation and ultimately learning (Black and Deci, 2000). Thus, I believe that students should be facilitated more than directed in their learning process.

## **Selected teaching experience (Undervisningserfaring)**

2012-2019	Market research and Entrepreneurship
2012-2019	Innovation of Technology and Business
2014-2019	Experts in teams
2010-2013	Innovation management
2000-2010	Marketing
2005-2008	International Marketing

## **Pedagogical education (Pædagogisk uddannelse)**

Universitetspædagogikum / Pedagogical training programme (Pædagogisk grundforløb – Ingeniøruddannelsernes pædagogiske netværk, IPN 2010).

## **Educational activities (Pædagogiske jobfunktioner)**

Head of programme for B.Sc. and M.Sc. in Engineering Innovation and Business

Member of the academic study board (Faculty of Engineering)

External examiner (beskikket censor under ingeniørernes censorkorps)

Pedagogical supervisor (adjunktvejleder)